



Perceptions Of What Facilitates Learning On Psychodynamic Counselling Courses: Eight Students' Views

Nicholas Papé

This is a digitised version of a dissertation submitted to the University of Bedfordshire.

It is available to view only.

This item is subject to copyright.

**PERCEPTIONS OF WHAT FACILITATES LEARNING
ON PSYCHODYNAMIC COUNSELLING COURSES:
EIGHT STUDENTS' VIEWS**

Nicholas Richard Papé

A thesis submitted to the University of Bedfordshire, in partial fulfilment of
the requirements of the degree of Doctorate of Philosophy (PhD)

**University of Bedfordshire
Institute for Research in Education**

April 2015

PERCEPTIONS OF WHAT FACILITATES LEARNING ON PSYCHODYNAMIC COUNSELLING COURSES: EIGHT STUDENTS' VIEWS

Abstract

The main purpose of the research was to explore factors that facilitate learning in psychodynamic counselling courses. The psychodynamic approach has no intrinsic theory of learning. The research approach was therefore conceptualised from a sociocultural model to enable an understanding of students' learning within the social concept of the course. The learning environments were Higher Education psychodynamic counselling courses at two UK Universities. Eight adult students were encouraged to use qualitative judgements and personal views and reflections on what supported or constrained their learning during the course of their studies.

Data were collected at important points across four years of study and analysed from a critical understanding of sociocultural theories (Vygotsky, 1934, 1962) and psychoanalytic/psychodynamic psychotherapeutic theories (Freud, 1963). Results are presented for a qualitative study from snapshots in time in the light of these seminal theorists' work as well as more modern theorists' application of historic thought to modern circumstance.

Nine dominant themes emerged from data analysis, which related to students' personal development. These themes were: autonomy; self-changes; closeness; encouragement/discouragement; individual learning process; ambivalence about judging the tutor; private life; self-esteem and confidence. The over-arching theme that emerged was the tutor-student relationship, understandable in sociocultural constructivist terms as enabling learning within a zone of proximal development (Vygotsky, 1978, 1986) and in psychodynamic terms as provision of a secure base from which students journeyed towards autonomous independent learning. The outcome suggests that eliciting and analysing students' views may be important when planning and teaching counselling training in order to meet students' individual learning needs. The originality of this research lies in its use of elements of the two paradigms to create lenses in an innovative way. A sociocultural constructivist framework has been used through which to understand psychodynamic counselling learning and training.

Author's declaration

I declare that this thesis is my own unaided work. It is being submitted for the degree of PhD at the University of Bedfordshire.

It has not been submitted before for any degree or examination in any other University.

Name of candidate: Nicholas Richard Papé

Signature:

A handwritten signature in black ink, appearing to read 'N. Papé', with a horizontal line underneath.

Date: 10 April 2015

Dedication

This thesis is dedicated to my wife Maureen, who has put up with my absences, moods and driven-ness with equanimity and unfailing love and support.

Contents

Abstract	ii
Dedication	iv
List of Tables	xi
Acknowledgements	xiv
1: INTRODUCTION: PSYCHODYNAMIC COURSE CONTEXT -----	1
Course stages	2
Stages of Learning	3
Year 1	3
Year 2	4
Year 3	5
Year 4	6
Summary	10
Aim of the Research -----	11
Researcher positioning -----	13
Choice of paradigms -----	14
2: LITERATURE REVIEW -----	15
Overview -----	15
Selected Literature Review -----	16
Introduction	16
Psychodynamic paradigm -----	17
Melanie Klein and objects relations theories	23
John Bowlby and attachment theories	23
Existential counselling approach	27
Critique of psychoanalysis and the psychodynamic approach	28
Sociocultural constructivist paradigm -----	31
Critique of Vygotsky's work	34
Concepts from both paradigms -----	35
Students' perceptions -----	40
Summary -----	44
3: RESEARCH METHODOLOGY -----	47
Introduction -----	47
Philosophy Underpinning the Research -----	48
Introduction	48
The Interpretivist or Hermeneutic Approach -----	48
Rationale for choice of interpretive hermeneutic research method	49
Research design -----	55
Introduction	55
Interviewing as a research technique	57
Research journal	59
The person of the researcher: reflexivity	59
Critique of reflexivity	63
Countertransference	64
Rationale for choice of NVivo software for qualitative data analysis	65
Criteria for inclusion of student interviewees	66
Selection of students for the research by a randomised process	67
Selection of students for the pilot study	67
Recruitment of volunteers for the main study	67
Students from my university	69
The Pilot Study -----	70

Method.....	70
Results of pilot study.....	71
Overview of outcome of pilot study interviews	71
Summary of outcomes of reflective interview (Year 2)	73
Summary of outcomes of reflective interviews (Year 4)	74
Implications of the pilot study findings for the main study.....	76
The Main Study	77
Research Method	77
Interview process	77
Content of interviews and rationale	78
Thematic analysis	81
Ethical considerations	82
Further ethical concerns	85
Summary	87
4: FINDINGS AND ANALYSIS, PART 1, DOMAIN 1, TUTOR	
BEHAVIOUR	88
Introduction	88
Theme (i): Encouragement	89
Overview	89
Analysis.....	91
Year 1	91
Qualities of the tutor	91
Tutor support for learners	92
Peer support for learners	93
Integration of learning.....	93
Year 2	94
Qualities of the tutor	94
Tutor support for learners	95
Integration of learning.....	97
Year 3	97
Qualities of the tutor	98
Tutor support for learners	99
Integration of learning.....	100
Year 4	100
Qualities of tutor	100
Tutor support for learners	101
Integration of learning.....	102
Discussion.....	102
Summary	107
Theme (ii): Closeness	110
Overview	110
Analysis.....	111
Year 1	111
Qualities of tutor	112
Tutor support for learners	113
Integration of learning.....	113
Qualities of tutor	114
Tutor support for learners	115
Integration of learning.....	116
Year 3	116

Qualities of tutor	117
Tutor support for learners	118
Integration of learning	119
Year 4	121
Qualities of tutor	122
Tutor support for learners	122
Integration of learning	123
Discussion	125
Summary	130

5: FINDINGS AND ANALYSIS, PART 2, DOMAIN 2, STUDENT

BEHAVIOUR ----- 131

Introduction ----- 131

Theme (i): Changes to Self ----- 132

Overview of theme	132
Analysis	133
Year 1	133
Reflections on 'changes to self'	134
Tutor support for learners	134
Integration of learning	135
Year 2	135
Reflections on 'changes to self'	136
Tutor support for learners	136
Peer support for learners	137
Integration of learning	138
Year 3	138
Reflections on 'changes to self'	139
Tutor support for learners	139
Peer support for learners	139
Integration of learning	140
Year 4	141
Reflections on 'changes to self'	142
Tutor support for learners	142
Peer support for learners	142
Integration of learning	143
Discussion	145
Summary	149

Theme (ii): Making Judgment of Tutor ----- 149

Overview	149
Analysis	151
Year 1	151
Reflections on 'making judgements'	152
Tutor support for learners	152
Integration of learning	152
Year 2	154
Reflections on 'making judgements'	154
Tutor support for learners	155
Integration of learning	155
Year 3	155
Reflections on 'making judgements'	156
Integration of learning	156

Year 4	157
Reflections on 'making judgements'	157
Tutor support for learners	158
Integration of learning	158
Discussion	160
Summary	165
Theme (iii): Self-esteem and Confidence-----	166
Overview	166
Analysis.....	167
Year 1	167
Reflections on 'Self-Esteem'	167
Tutor support for learners	168
Peers support for learners	169
Year 2	169
Reflections on 'Self-Esteem'	170
Tutor support for learners	171
Peer support for learners	172
Integration of learning	172
Year 3	173
Reflections on 'Self-Esteem'	174
Tutor support for learners	176
Peer support for learners	176
Integration of learning	176
Year 4	177
Tutor support for learners	178
Integration of learning	178
Discussion	180
Summary	195
Theme (iv): Autonomy-----	195
Overview	195
Analysis.....	197
Year 1	197
Reflections on 'autonomy'	197
Tutor support for learners	198
Integration of learning	198
Year 2	198
Reflections on 'autonomy'	199
Peer support for learners	199
Tutor support for learners	199
Integration of learning	200
Year 3	201
Reflections on 'autonomy'	201
Tutor support for learners	201
Integration of learning	202
Year 4	202
Tutor support for learners	203
Integration of learning	203
Discussion	204
Summary	208
Theme (v): Private Life-----	209
Overview	209

Analysis.....	210
Year 1	210
Reflections on 'private life'	210
Peer support for learners	212
Integration of learning.....	213
Year 2	213
Reflections on 'private life'	214
Peer support for learners	214
Integration of learning.....	215
Year 3	215
Reflections on 'private life'	216
Tutor support for learners.....	216
Peer support for learners	216
Integration of learning.....	217
Year 4	218
Peer support for learners	218
Integration of learning.....	219
Discussion.....	219
Pilot study students' interventions.....	224
Summary	224
6: FINDINGS AND ANALYSIS, PART 3, DOMAIN 3, LEARNING AND THEORY	226
Introduction	226
Theme (i): Individual Learning Process	226
Overview of theme.....	226
Introduction	227
Analysis.....	228
Year 1	228
Reflections on 'individual learning process'	229
Peer support for learners	229
Tutor support for learners.....	230
Integration of learning.....	230
Year 2	232
Reflections on 'individual learning process'	233
Peer support for learners	233
Tutor support for learners.....	233
Integration of learning.....	234
Year 3	237
Reflections on 'individual learning process'	237
Tutor support for learners.....	238
Integration of learning.....	239
Year 4	240
Reflections on 'individual learning process'	242
Peer support for learners	242
Tutor support for learners.....	243
Integration of learning.....	244
Discussion.....	247
Summary	254
Theme (ii): 'Theory'	254
Overview	254

Introduction	255
Analysis.....	255
Year 1	255
Reflections on ‘theory’	256
Peer support for learners	257
Tutor support for learners	258
Integration of learning.....	259
Year 2	259
Reflections on ‘theory’	260
Peer support for learners	261
Tutor support for learners	261
Integration of learning.....	262
Year 3	263
Reflections on ‘theory’	264
Integration of learning.....	264
Year 4	265
Reflections on ‘theory’	266
Tutor support for learners	266
Integration of learning.....	267
Discussion.....	268
Pilot study students’ interventions.....	274
Summary	275
7: DISCUSSION AND CONCLUSION -----	276
Introduction -----	276
Factors that facilitated learning -----	278
Critique of research study -----	288
Background and context	288
Strengths and limitations of the research	289
Analysis imbalance	296
Process of analysing data	296
Inclusion of pilot study students for main study	297
Contribution to knowledge -----	298
Ontological dissonance	299
Implications -----	303
Researcher	303
Countertransference	307
Tutor.....	308
Personal.....	310
Implications of the research -----	310
Other contributions.....	313
Summary -----	316
Postscript -----	318
Reference List -----	322
APPENDICES -----	345
Appendix 1: Supporting quotations -----	346
Quote 1	346
Quote 2	346
Quote 3	346
Appendix 2: Judging tutor -----	347
Appendix 3: Pilot Study questions -----	348

Personal	348
Your Tutor	348
General	349
Appendix 4: List of First Interview Questions-----	350
Course	350
Self.....	351
Your Tutor	352
Appendix 5: List of Questions for Re-interview -----	353
Reflective.....	353
General.....	354
Appendix 6: Letter of introduction -----	355
Appendix 7: Initial Letters -----	357
Consent to be interviewed form-----	357
Appendix 8: Pilot Study -----	359
Introduction	359
Student's narratives (Year 2).....	359
Discussion of facilitating factors (Year 2).....	360
Student's narratives (Year 4).....	361
Discussion of facilitating factors (Year 4).....	363

List of Tables

Table 1: Summary of some Key Indicators of Content and Learning/Development of Stages-----	2
Table 2: Criteria for Selection of Participants for Research -----	66
Table 3: Themes and focus of pilot study interview discussions -----	72
Table 4: Pilot Study, Main Themes (Year 2) -----	74
Table 5: Pilot Study, Main Themes (Year 4) -----	75
Table 6: Focus of Interview Questions-----	79
Table 7: Students' narratives colour coding key -----	89
Table 8: Year 1 students, 'Encouraging' and 'Discouraging' factors listed by plane and sub-theme -----	91
Table 9: Year 2 students, 'Encouraging' and 'Discouraging' factors listed by plane and sub-theme -----	94
Table 10: Year 3 students, 'Encouraging' and 'Discouraging' factors listed by plane and sub-themes-----	98
Table 11: Year 4 students, 'Encouraging' and 'Discouraging' factors listed by plane and sub-themes-----	100
Table 12: Year 1 students, Encouraging and Discouraging factors of theme 'Closeness' listed by plane of learning-----	112
Table 13: Year 2 students, Encouraging and Discouraging factors of theme 'Closeness' listed by plane of learning-----	114
Table 14: Year 3 students, Encouraging and Discouraging factors of theme 'Closeness' listed by plane of learning-----	117
Table 15: Year 4 students, Encouraging and Discouraging factors of theme 'Closeness' listed by plane of learning-----	122
Table 16: Year 1 students, 'Encouraging' and 'Discouraging' factors of 'Change', listed by plane and sub-theme -----	134
Table 17: Year 2 students, 'Encouraging' and 'Discouraging' factors of 'Change', listed by plane and sub-theme -----	136

Table 18: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Change’, listed by plane and sub-theme -----	139
Table 19: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Change’, listed by plane and sub-theme -----	142
Table 20: Year 1 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Judgement’, listed by plane and sub-theme -----	151
Table 21: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Judgement’, listed by plane and sub-theme -----	154
Table 22: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Judgement’, listed by plane and sub-theme -----	156
Table 23: ‘Encouraging’ and ‘Discouraging’ factors of ‘Judgement’, listed by plane and sub-theme -----	157
Table 24: Year 1 students, ‘Encouraging’ and ‘Discouraging’ factors for theme ‘Self-Esteem’ listed by plane and sub-theme -----	167
Table 25: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors for theme ‘Self-Esteem’ listed by plane and sub-theme -----	170
Table 26: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors for theme ‘Self-Esteem’ listed by plane and sub-theme -----	174
Table 27: Year 4 students, ‘Encouraging’ and ‘Discouraging’ factors for theme ‘Self-Esteem’ listed by plane and sub-theme -----	178
Table 28: Year 1 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Autonomy’, listed by plane and sub-theme -----	197
Table 29: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Autonomy’, listed by plane and sub-theme -----	199
Table 30: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Autonomy’, listed by plane and sub-theme -----	201
Table 31: Year 4 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Autonomy’, listed by plane and sub-theme -----	203
Table 32: Year 1 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Private Life’, listed by plane and sub-theme -----	210
Table 33: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Private Life’, listed by plane and sub-theme -----	214
Table 34: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Private Life’, listed by plane and sub-theme -----	216
Table 35: Year 4 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Private Life’, listed by plane and sub-theme -----	218
Table 36: Year 1 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Individual Learning Process’, listed by plane and sub-theme -----	228
Table 37: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Individual Learning Process’, listed by plane and sub-theme -----	232
Table 38: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Individual learning process’, listed by plane and sub-theme -----	237
Table 39: Year 4 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Individual learning process’, listed by plane and sub-theme -----	241
Table 40: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Theory’, listed by plane and sub-theme -----	256
Table 41: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Theory’, listed by plane and sub-theme -----	260
Table 42: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Theory’, listed by plane and sub-theme -----	263
Table 43: Year 4 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Theory’, listed by plane and sub-theme -----	265
Table 44: Facilitating factors for learning, in theme ‘Encouragement’ -----	279
Table 45: Facilitating factors for learning, in theme ‘Closeness to Tutor’ -----	280

Table 46: Facilitating factors for learning, in theme ‘Changes to Self’ -----	281
Table 47: Facilitating factors for learning, in theme ‘Judgements of Tutor’ -----	282
Table 48: Facilitating factors for learning, in theme ‘Self-esteem and Confidence’ -----	283
Table 49: Facilitating factors for learning, in theme ‘Autonomy’ -----	284
Table 50: Facilitating factors for learning, in theme ‘Private Life’ -----	284
Table 51: Facilitating factors for learning, in theme ‘Individual Learning Processes’ ----	286
Table 52: Facilitating factors for learning, in theme ‘Theory’ -----	288
Table 53: Proforma for students’ evaluation of course and tutor -----	347
Table 54: Students’ narratives colour coding key -----	359

Acknowledgements

Special acknowledgement is made to my two thesis supervisors, Professor Janice Wearmouth and Dr Judith Green for their assistance and guidance. They have challenged thoughts and ideas which I have applied to this thesis and drawn on their particular knowledge and expertise in their professional fields to supplement my own reflections, providing different perspectives in greater detail than would have been the case had I not had this support.

Janice has particularly encouraged my research of the theories of constructivism, generously sharing her wide knowledge and deep interest in the subject. Scaffolding learning (Wood *et al*, 1976) and the Vygotskyian term ‘flow of consciousness’¹, so central to this research, are two phrase that have become seminal to me as a researcher. Perhaps as important as any other concept or process discussed is her encouragement of my ability to stand outside psychodynamic counselling training and use an external lens to look at what happens in these courses.

Judith has led me through her twin interests of education and counselling, involving the dynamics of the therapeutic relationship together with continually checking my psychodynamic thoughts. She regularly and untiringly challenged and supported me through the various iterations of the thesis.

Both Janice and Judith helped me to make the choice of methodology for analysing data. Ontological discussions and reflections on epistemological positioning (Arthur *et al*, 2012) were a result of challenging discussions. Phraseology about hermeneutic philosophy (Ozkan, 2004; Gadamer, 2006) was negotiated on the basis of my own and supervisors’ wide experience of the intricacies of personal, teaching and therapeutic relationships (Crowder, 1972; Arnd-Caddigan & Pozzuto, 2008). Without the support of my supervisors this research would not be possible.

I am also grateful for the continuing interest in my research by Professor Uvanney Maylor and Professor Trevor Corner, both of the University of Bedfordshire IREd, who had provided impromptu reflections on my research progress as well as organising highly interesting interactive research seminars.

My thanks go to my friends and colleagues in the Universities in which I work, who had offered their opinions and thoughts whenever asked and in particular Professor Sue Wheeler who initially instilled the idea for this research.

¹ The Vygotskyian term ‘flow of consciousness’ is generally ascribed as having its originations in the metaphor ‘*The Stream of Consciousness*’ to describe inner experiences, introduced by William James (1890) ‘*The Principles of Psychology*’, Vol. 1, p. 239.

Finally acknowledgement would be incomplete without special mention of the eight students who generously volunteered to share their thoughts and experiences, responding to my questions and enquiries without reservation and participated freely in all stages of the research.

1: Introduction: Psychodynamic Course Context

In the current study, the data was elicited through student interviews. One criterion for the choice of students for interview was that each pair of students was at a different point in the psychodynamic training course. Data analysis included the extent to which what the student said reflected the stage she had reached on the course. In this chapter I cover, therefore, an overview of the psychodynamic course content, the four years of study on the courses and the features of each year in order to explain the context for these interviews.

The psychodynamic course content and structure, at the two Higher Education institutes at which participants in this were studying, were designed to enable students to construct knowledge in counselling skills, counselling theory and experience personal development. Students moved through the course in four discrete stages, identified as Years 1 to 4. The content of each stage has a number of particularly distinguishable features. Student interviewees were selected from four key stages, as shown in Table 1 below.

Course stages

Table 1: Summary of some Key Indicators of Content and Learning/Development of Stages

Stage	Course Content (Activity)	Learning and Development
Year 1	Introduction of theoretical concepts Introduction to basic counselling skills	Dependence Limited understanding of theoretical concepts Unconscious incompetence
Year 2	Practice of basic counselling skills Core theories and concepts Ethics: theoretical learning Possible contemporaneous personal therapy	Developing personal awareness Becoming proficient in use of basic counselling skills Developing knowledge of core theories and concepts Conscious incompetence
Year 3	Clinical placement securement Counselling in clinical placement Advanced psychodynamic approach-specific skills Clinical supervision Contemporaneous personal therapy	Employment of ethics in practice (Friedrich and Douglass, 1998) Integration of basic counselling skills Conscious competence
Year 4	Advanced psychodynamic skills practised 100-150 hours clinical work Contemporaneous personal therapy	Development towards autonomy in learning 'Movement towards independence' (Winnicott, 1965) Development of reflective / reflexive practice Theoretical concepts integrated Unconscious competence

Table 1 above shows some assumptions about content and the level of activities and learning acquired against four years of study. This table includes some of the key features of the chronological stage reached by student interviewees. I have drawn this material from student self-assessment (Ward *et al*, 2002) as well as university course handbooks listing stage outcomes. Learning outcomes were similar across all courses. These were accredited by BACP² (BACP 2013).

² British Association of Counselling and Psychotherapy (BACP)

Stages of Learning

Year 1

Year 1 students, on entry to the programme, might have little or no developed understanding of what facilitates their learning which might include how the relationship with their tutor helps or hinders their construction of learning (Luck, 2010), although the phenomenon of transference commences from the first day and indeed prior to the start of the course³ (Burton, 1964; Watkins & Dryden, 2008).

This transference often includes earlier educational and/or familial experiences (O'Carroll, 1997; Ratelle *et al*, 2005). Generally nervous excitement and some anxiety (Phillips, 1993) about what to expect, is found often together with determination to test out and challenge some boundaries (Johnston & Farber, 1996; Knapp & Slattery, 2004). It is at this very early beginning that the tutor balances support with challenge and introduces the concept of autonomous learning (Reeve *et al*, 2004; Cassidy, 2007). The aphorism 'you earn the right to challenge through support' is basic to counselling training (Egan, 1994) and to understanding the initial dynamics of the client-counsellor relationship and indeed the parallel relationship between student and tutor. From the constructivist point of reference it is very important to understand the point the student is at in her learning, so the metaphorical scaffolding process (Wood *et al*, 1976) can begin through the 'Zone of Proximal Development'.⁴ Vygotsky, 1986).

Where the student is on the continuum of support and challenge determines if she requires more of one or the other. It is my experience as a tutor that

³ Such transference enactments are not the sole privilege of higher education. The phenomenon of transference is present in all relationships, although not always identified as such.

⁴ Referred to as ZPD throughout the thesis

student learners always need support and challenge at each new stage in their learning. Usually there is little or no understanding by the student, at this beginning stage of training, of the special relationship established in the therapeutic alliance (Bachelor & Salamé, 2000; Despland *et al*, 2001; Crits-Christopher *et al*, 2005). Counselling training encourages open-entry and as such, on entry to the programme, in my experience, nothing is expected by the tutor of the student other than she is willing to attend, prepared to be open to learning new theories and concepts and above all ready to share her emotions, appropriately and honestly.

Vygotsky's view that neither the categories of conscious or unconscious can be ignored, when considering '...construction erected on this foundation...' (Vygotsky, 1986: xv) of socio-constructivism, has direct application in that reflecting on students' competence appraises the informed tutor of the student's abilities and potential aptitudes (Boreham, 2002). Reflecting on observed competences (Pastré *et al*, 2006; Grangeat & Gray, 2007) also provides the tutor a sense of what should or could be the next step in the student's learning (Pastré *et al*, 2006). At this beginning stage many students are unconsciously incompetent (Anderson *et al*, 2003), in that they are unaware of what they do not know.

Year 2

In the knowledge that the first two years of training is not a qualification to practise as a counsellor (McCarthy, 2004), Year 2 stage students have the opportunity to develop from unconscious incompetence to conscious incompetence (Robinson, 1974), a feature of this early period.

Those students on Year 2 of the course who successfully completed Year 1, have tasted the academic success (Payne & Farquhar, 1962) of passing various previous assignments for assessment. Tutors have introduced them to the concept of 'personal development' (Menon, 2002; McAdams & Olson,

2010) and assessed student reflections (Bailey & Unwin, 2008; Perrone *et al*, 2009) on their understanding against advised criteria.

Students, with the support of the tutor, have acquired and to some extent integrated, basic counselling skills (Basch, 1980, 1983; Angus & Kagan, 2007). The tutor facilitates these processes and introduces the student to the basic psychodynamic concepts of transference, defences and imagery as well as the linking of the past and present. Students have now the opportunity to begin the process of discovering the secure base of attachment (Bowlby, 1988; Callan & Obegi, 2008; Feeney & Thrush, 2010) and are introduced to psychosexual theories involving the libidinal drives of Freudian thinking as well as made connections with the less arcane tensions of Eriksonian psychosocial theories.

In this second year, students, in a classroom environment, are acquainted with and experience the therapeutic alliance (Bachelor & Salamé, 2000; diRiso *et al*, 2009) with their peers (Bell & Mladenovic, 2008). Some students on the courses enter contemporaneous therapy, in different settings, to face some outstanding personal issues. Most importantly, in discussions with the tutor (Askill-Williams & Lawson, 2005), Year 2 stage students are at the juncture of making decisions about progression (Davies, 2001) and whether the two years' introduction course had convinced them that further training is at the right time for them and is something to which they are committed. Or maybe this initial training is enough.

Year 3

In taking the decision to undertake training as a counsellor, Year 3 students generally made the commitment and decision to progress further (Tran & Simpson, 2009), involving working with real clients in the outside world through the clinical placement system. The tutor works with students to become aware of competency in acquiring basic counselling skills (Terry,

2009), which students integrate (Ginsburg-Block *et al*, 2006). Working with the tutor and the clinical supervisor, students learn and practise the advanced psychodynamic skills of working in transference and with clients' resistances (Denietolis & Miller, 2008) to addressing defences (Boag, 2010).

The initial hurdle for many students, as reported by both Year 3 students, is to find a suitable placement and overcome the anticipatory fear (Harris, 2008), found in some, if not all students, of working in a clinical placement with a real client for this first time (Folkes-Skinner *et al*, 2010). The tutor attempts to contain this anticipatory fear by acknowledging it as a genuine emotion, which often dominates students' thoughts and tends to supersede the initial student euphoria of being selected for this stage of training (Androutsopoulou, 2001).

Once work in a clinical placement is inaugurated, the student settles into a routine of student counsellor under supervision (Moncayo, 2006; Schamess, 2006; Gregurek, 2007) and tutelage (Eppler & Harju, 1997). The tutor is aware that, by experiencing clinical placement, the student can gain an understanding of the importance of bridging the theory-practice divide in integrating theoretical and practical knowledge, especially when meeting vocational drives (Billett, 1996; Benson, 1997). At this stage the student counsellor learns to be cathartic in the relationship with the client, particularly as she is free from the 'baggage of past experience' (Fertig, 2003; Rose *et al*, 2005) encouraging her own agenda. However the tutor is aware that some of the more advanced interpretative interventions are still to be learned and employed (Mitchell & Greenberg, 1983).

Year 4

With about one hundred hours' experience of counselling in clinical placement, Year 4 students are expected to be more secure in the knowledge that they have integrated not only basic counselling skills but also more

advanced psychodynamic skills. These students have been introduced to the processes of mentalisation (Bouchard & St-Amant, 1996; Bateman & Fonagy, 2006; Busch, 2008), somatisation (Eells, 2001; Stuart *et al*, 2008) and allow countertransferential feelings (Little, 1951) to inform about client transferences (Stern, 1991; Høglend, 1999; Høglend *et al*, 2000; Heller & Northcut, 2002).

Advanced psychodynamic counselling skills are included on the curriculum visited by the tutor at this advanced stage of training. In the therapeutic alliance (Bachelor & Salamé, 2000) some students are able to make tentative interpretations (Piper *et al*, 1993) as well as enable the client to make links to past experiences (Malan, 1992, 1995) to discover repeated patterns. Students have the opportunity to become more aware of their own personal development, aided in many cases by contemporaneous therapy, which they assess. Additionally they are able to reflect with deep insight (Powell, 2000; Billig *et al*, 2008) on how transferences onto the tutor plays its part in their construction of learning throughout the course (Kaschak & Glenberg, 2004).

The psychodynamic tutor plays an active part in this process by reflecting with students on student projections. On a more general level, students' perceptions and feedback provides their institution with valuable information and helps pinpoint areas of course and wider improvement and thus contributes to the development of Higher Education (Menon, 2002). They move from student counsellor to trainee counsellor once they meet British Association for Counselling and Psychotherapy [BACP] and course requirements and the targeted award are on their horizons, which qualifies them to become practising counsellors. These are the intentions of students who progress from Year 2.

During Years 3 and 4, students as trainee counsellors, are exposed to an area of countertransference vulnerability (Bram, 1997; Manning, 2005; Sarnat,

2010), which has to do with students developing identities as therapists. If a therapist's identity is closely tied to his or her practice in uncovering long buried remembering, then the hypothesis of a slumbering memory (an imagining) is transformed into a belief, a guide to action, a truth (de Rivera & Sarbin, 1998). Psychodynamic tutors encourage such processes by enabling activities, by exercises and case studies which afford students the opportunity to let unconscious [preconscious] material emerge into consciousness.

Psychodynamically, professional counsellor development (Skovholt & Rønnestad, 1992), as part of human development, can, under stressful conditions, involve the return to earlier developmental stages (Bretherton, 1992) by some student counsellors. Counsellors and students carry internalisations of tutors, supervisors and mentors and are susceptible to shame and loss of self-esteem in relation to these internalised (Bresloff, 2003) as well as external, colleagues and authorities.

Tutors can be aware that because some client-presenting issues, when suffering traumatic episodes and clients with trauma histories often pushed student therapists beyond the limits of their training, student therapists must abandon and be abandoned by mentors in some fundamental ways (Lopez, 2001). This abandonment can create a frightening sense of disconnection or isolation, especially for student therapists who have not found a collegial support system for the work they do (Shabad, 1993). When a client pushes a student therapist in a direction that differs from her training or internal model of a 'good therapist', for example, by asking direct questions, evoking anxiety, pushing her to the edge of her knowledge and experience, questioning or challenging the techniques in which she is trained, that is asking her to do something she was not accustomed to doing, she reports vulnerability to countertransference resentment (di Riso *et al*, 2000; McCarthy, 2004a), shame, guilt, confusion and insecurity.

These countertransferential feelings result in the student counsellor drawing on a defensive need to return to certainty by making the client wrong or bad, pathologising the interpersonal process (Berger & Calabrese, 1975) at work or becoming defensively authoritarian (Church, 1994; Rizq, 2007). For example, the student therapist might see the client as manipulative or devaluing (Friedrich & Douglass, 1998) and does not recognise an opportunity to reconstruct the therapeutic relationship (Crowder, 1972) taking into account the needs, limits and strengths of both participants and their roles. Keeping this relational perspective requires cognitive flexibility (Kim & Baylor 2006), self-confidence, non-defensiveness (Elliott, 1993) and personal communication (Gill, 2011).

It might be difficult to maintain such stances all the time (Johnston & Farber, 1996; Zeddies, 2000). It could be argued that this relational approach, which students understand as being essentials for instance, when working with clients who are survivors of childhood abuse (Allagia & Millington, 2008), is more demanding than a more interpersonally distant stance (Berk & Andersen, 2000). It is perhaps more demanding because of the additional element required of the counsellor, that of creating and maintaining a relationship in which counselling took place (Rouholamin, 2007). It is well for the student counsellor to remember that the therapist working in this way might be able to see fewer clients before becoming fatigued (Rainer, 1996; McCarthy, 2004), underlying the importance of ongoing counselling supervision. This can be the message conveyed to the student by the tutor.

Each therapist constructs a professional ego-ideal (Lazarev, 2001) to which she compares herself automatically and regularly. As a student develops skills as a therapist, her ego-ideal might incorporate contradictions (Borbely, 2009), be genuine but keep therapeutic neutrality; invite a client to notice her interpersonal environment but not answer questions about her [therapist's] feelings; negotiate the therapeutic relationship, but is not too 'gratifying';

invites connection but does not encourage dependence or regression. It is well the tutor remembers that these contradictions challenge the student counsellor from several different theoretical or assumptive bases and it can be difficult to sort them out (Borbely, 2009). A therapist can feel discomfort or other more complicated emotions and a subtle or strong need for distance (Shabad, 1993) as the client evokes these identity conflicts within her (Frosch, 1991).

These professional identity and ego-ideal conflicts (Christopher *et al*, 1992) play a powerful role in the student therapist's behaviour and countertransference and possible enactment with the tutor. Bringing the conflicts into conscious awareness and open discussion (Askell-Williams & Lawson, 2005) with tutors and peer colleagues (Bell & Mladenovic, 2008) goes a long way towards enabling student counsellors' abilities to control the potential countertransferential enactments of the conflicts (Frosch, 2002).

Summary

As a result of students' reports from the various stages of the course and as I discuss below, the change in students I might expect to see, as a tutor and researcher, is an increasing independence and less reliance on the tutor as the student moves towards autonomy. The student has the opportunity to increase her knowledge of psychodynamic counselling skills and theory, which has the capacity in itself to build self-confidence in her ability as she moves towards working in a clinical placement in her training to become a counsellor. Her personal development is further encouraged by contemporaneous personal therapy during the latter stages of the course, which enables her to deal with unresolved issues from her past as well as to integrate her experiences and learning on the course. By the time she completes the course she develops an ability to be reflective, which enhances her capacity to become a cathartic counsellor.

Aim of the Research

The aim of this study is to explore the perspectives and thoughts of students attending psychodynamic counselling training courses, on what they found particularly helpful in their learning journey⁵ as they reported on their individual experiences towards counsellor status. It is important to state at the outset that this is not a study of continuous progress from start to end of the course. I have not made an assumption of linear progression of individual or pairs of students. This research focusses on students' perceptions of facilitating factors at discrete and specific points in time on these courses.

An initial search of literature revealed that there were many studies concerning student progression on counselling courses (including Cartney & Rouse, 2006) and psychotherapy outcomes (for example meta-analysis by Smith & Glass, 1977) as well as findings by Shedler (2010), who, interestingly, concludes:

‘...researchers, including psychodynamically oriented researchers, have yet to conduct compelling outcome studies that assess changes in inner capacities and resources...’ (Shedler, 2010:105).

This was underscored by Folkes-Skinner *et al*'s (2010) research findings, that there was little research evidence to show the efficacy of training of counsellors despite therapist training being a much studied subject. However, research does not seem to have explored factors that students consider helpful in their learning, which is the focus of this research. Some unexplored aspects seemed to be, for example, the association between teachers and learners on such courses, in particular the association between students' relationships with classroom instructors (tutors) (Nuthall & Alton-Lee, 1997; Attwood,

⁵ In counselling training the metaphorical image of undertaking a journey is widely used to describe the experience of the four stage training process. One of the most often used metaphors is the story of Odysseus' return to Ithaca. The aspect of this metaphor that is important is the experience of the journey and transformation of the person undertaking the journey.

2010) and skills acquisition (Nelson-Jones, 2002) and professional development (Jones *et al*, 2008).

My own personal starting position for this research comes from a sense that tutor-student relationships might well be significant and wide-ranging in relation to student learning. This is borne out from my experience as both a tutor and psychotherapist. Case-study research (Yin, 2003), as in this particular study, does not ‘prove’ the significance of this relationship but instead provides rich data that has the potential to illuminate the issues.

Psychodynamic counselling training (Jacobs, 1998) provides for learning in three main areas: skills acquisition (Aldridge & Rigby, 2001), academic learning and personal development (Robins⁶, 2001; Segers *et al*, 2008, McAdams & Olson, 2010). The framework of the course and curriculum is specified by the regulating body and mediated (Bailey, 2008) through the tutoring process.

From the outset all students I interviewed were aware of the learning outcomes (Mann, 2000) they were required to meet. Particular attention is given to selection when students are recruited to the course, because the developmental nature of the course needs to be matched to students’ apparent suitability and level of maturity (Back & Gergen, 1963). Although all three of these areas, as described above, are explored in relevant depth throughout the study, in order to elucidate the aims of this study, it is necessary to include reflection on how students’ development influences psychodynamic courses’ design and composition.

⁶ Robins (2001) paraphrased A.A. Leontiev’s considered proposal that Vygotsky established an entirely new direction in psychology, sometimes called height psychology (viewing the future potential of a person), as opposed to Freudian or depth psychology, in which the past played a substantial part in understanding human development.

This research is an in-depth study of students' perceptions of their experiences at particular points of their learning (Fetterman, 1998; Savin-Baden & Major, 2007) the psychodynamic approach to counselling and psychotherapy. In order to gather information I have, as the researcher, interviewed students courses at various different stages in their training (Engel, 1965), which I have identified as being pivotal to their learning. Students were selected from volunteers willing to engage in the research and have attended an initial and subsequent reflective interview. The whole analysis has been completed through psychodynamic and sociocultural constructivist lenses, elements of which were used to produce 'constructivist psychotherapy' (McWilliams 2004; Almoshawah, 2009).

Researcher positioning

It is essential to consider my positioning in the research. The interviewees knew that I was a psychodynamically trained tutor, although none had direct experience of me in that role. As an experienced tutor, in Vygotskyian terms, I was in the role of the more experienced other (Vygotsky, 1987) with clear understanding that students on the course were active agents in the construction of their own learning.

I am also a psychotherapist trained in the psychodynamic tradition. As an experienced psychodynamic counsellor I am accustomed to listening for process interaction (Levis, 1996; Hare *et al*, 2010) including what is unsaid, as well as content and using clinical experiences as a practitioner for the benefit of the student learner (Groth & Glevoll, 2007). My experience as an educator and therapist supports me in conducting the research.

Choice of paradigms

The constructivist approach to learning (Vygotsky, 1925, 1986; Atherton, 2005) is chosen as one of the two paradigms from which I have included elements into one conceptual framework for this research, the other being from the psychodynamic approach to psychotherapy (Delmonte, 1987). I believe social constructivism is compatible with my psychodynamic practice as a tutor in supporting students to develop into autonomous learners. In this sense there is congruence between the two analytical paradigms of Vygotskyian sociocultural constructivism and psychodynamic approach to Freudian analysis and psychotherapy. To my knowledge there has been no other research which marries elements from these two approaches to create a framework for constructing research and lenses through which to view data. I have outlined Vygotskyian theories of learning to enable the reader to understand the analytic framework used to analyse the data.

In Vygotskyian terms, sedimented⁷ knowledge and understanding in relation to psychodynamic training and learning are mediated by the tutor for the student to construct learning (Vygotsky, 1927), further described as ‘...what lies in the ZPD at one stage is realised and moved to the level of actual development at a second...’ (Vygotsky, 1986:147). Expert knowledge, as it currently is, is the assimilation of reconstructed understanding of sedimented knowledge (Nixon *et al*, 2008). The student, in collaboration with the tutor, constructs her⁸ learning and the ZPD serves as a frame of reference for independent future learning (Vygotsky, 1932/1964).

⁷ See page 251 for further details of the Vygotskyian process of sedimentation in the ZPD

⁸ Throughout this thesis the learner has been referred to as ‘she’ and the teacher/tutor as ‘he’ unless there is specific reason to apportion gender differently. This gender allocation is in keeping with the majority of students on counselling courses being female. Masculine gender is selected for the tutor for differentiation reasons.

2: Literature Review

Overview

Part of my rationale for including discussions of aspects of psychodynamic theory in the literature review is to elaborate on aspects of the theory that are particularly relevant to understanding the course context and course content that contribute to informing the students' reflections.

In this chapter I address several objectives. Firstly, I review counselling theory and practice from a psychodynamic perspective. I consider both the historical roots of psychodynamic therapy or counselling as well as its use in modern clinical practice. The relevant originating works of Sigmund Freud inform my discussion of the postulations of successor theorists, particularly John Bowlby and Melanie Klein and additionally more modern writers. These are the theorists that students in this study have identified as being seminal to their learning.

Secondly, I review the socio-constructivist theories of Vygotsky and their application to understanding how a student might construct knowledge throughout the four-year learning cycle of psychodynamic counselling courses. I consider more modern writers' translation of Vygotskyian theories

and writings with particular reference to the part this plays in understanding the course stages, as experienced and reported by students. It is these works that help me understand students' personal development towards becoming autonomous learners.

Thirdly, I review selected literature on the importance of students' perceptions (Stones, 1987; Freeman, 1993) of what they found facilitate their learning and reflect on the reasons it is important to take students' views of what is helpful for their learning into account (Heron, 1999). Obtaining students' views and perceptions is central to this study.

Selected Literature Review

Introduction

Psychodynamic theory enables understanding of human development and how theoretical concepts inform the practitioner (Heller & Northcut, 2002), on which counselling training depends. Pedagogy associated with sociocultural constructivist theory enables learning in the presence of the more informed other (Berk & Andersen, 2005).

To understand the enabling process associated with psychodynamic theory, through sociocultural constructivist lenses, is the reason the two paradigms have been chosen. This study brings together elements of both paradigms which lend themselves to the tutor enabling students to learn autonomously to become cathartic counsellors (Tønnesvang *et al*, 2010). The social constructivist viewpoint suggests the ZPD (Vygotsky, 1927) in which sedimented knowledge related to psychodynamic training is mediated by the tutor for the student to construct learning and the psychodynamic viewpoint suggests the tutor enables the student to connect with her strengths and weaknesses through her past experiences, aided by tutor modelling (Folkes-Skinner *et al*, 2010). Throughout the research, the ZPD is an important

element I use from the sociocultural constructivist paradigm to understand students' learning on psychodynamic courses.

I am knowledgeable in the practice of psychodynamic theory and counselling and as such recognise the student is the expert in the student's life (Neimeyer & Raskin, 2001). Pedagogy associated with sociocultural constructivist views of learning suggests that the tutor, as the more informed other in the teaching relationship, understands the next steps in students' learning and scaffolds (Dodge, 1998; Helle *et al*, 2006; Van Rooij, 2009) and models (Wynne & McAnaney, 2009) the basic concepts of psychodynamic theory in the ZPD, in which the student constructs her learning and understanding.

Psychodynamic paradigm

The theories of attachment and objects relations, particularly the aspects or concept of a safe or secure base from which to develop and interrelationship in the counselling dyad (paralleled by the researcher/student relationship), are particularly salient in psychodynamic counselling courses and it is for this reason they have been selected for specific mention in this study.

As a psychodynamic tutor, I am aware of the significance for the student of transference^{9/10} (Burton, 1964; Cutler *et al*, 2004; Borbely, 2009), a core concept of the psychodynamic approach, from present or earlier relationships (Weiss *et al*, 1973; Heyman, 2001, 2009; Watkins & Dryden, 2008; Ayala & Hinojos, 2010) and psychodynamically this transference could have a high importance in which tutors could work for the benefit of student learning

⁹ The relationship between therapist and client is theoretically widely explored in the psychodynamic approach. We know about the crucial effects of this relationship for the development of the therapeutic process. These effects are mainly described by the terms 'transference' (phenomenon of projections of the client onto the therapist).

¹⁰ '...What are transferences? They are new editions or facsimiles of the impulses and phantasies which are aroused during the progress of the analysis; but they have this peculiarity...that they replace some earlier person by the person of the physician [therapist]...' (Freud, 1905).

(Loewenthal & Snell, 2006). Indeed, issues of working in transference emerge throughout the study. Thus some consideration is given to the implication for students and their relationships (Christensen & Heavey, 1990, 1993; Mitnick *et al*, 2008), participating in this research and indeed the broader issue of training as counsellors.

Tension might exist when there is an attempt to limit questions and interventions solely to the researcher role (Dalzell *et al*, 2010). Being conscious of other roles (tutor, therapist) of which the students are aware, I recognise that students could respond in transference (Ulman, 2001) and look at me as representing a figure or part-figure (Klein, 1946) from their past. The psychodynamically trained tutor, like myself, could also be aware of the countertransference phenomenon (Little, 1951; Gelso & Hayes, 1998; McCarthy, 2004a) stimulated by student transferences (Ferenczi, 1926, 1927; McCarthy, 2004a; Schamess, 2006; Watkins & Dryden, 2008). Sharing of feelings in countertransference and appropriate disclosure (Bridges, 2001; Davis, 2002) are some of the many difficulties lying in store for therapist trainees. At some point, however, in order to fulfil their potential, trainee therapists must learn to accept the insignificance of their anxieties and let them go¹¹ (Freud, 1915). This point is highlighted in the research as Year 3 students started clinical placements with real clients for the first time. I reflect on my countertransferential feelings in appropriate places throughout the study.

Psychodynamic psychotherapeutic education typically utilises a tripartite model of training (Eagle, 2008), including classroom teaching, providing psychotherapy (Paul, 1978) under rigorous supervision (Ladany *et al*, 1999; Moncayo, 2006; Riess & Herman, 2008) and personal development

¹¹ ‘...Every beginner in psycho-analysis probably feels alarmed at first at the difficulties in store for him. When the time comes, however, he soon learns to look upon these difficulties as insignificant...’ (Freud, 1915:37).

(Cozolino, 2006; Harris, 2008) and analysis on the part of the trainee (Doehrman, 1976; Moldawsky, 1980).

During the interviews for this research, I ensured an awareness of the boundaries (Payne *et al*, 2006) around the dual roles (Borys & Pope, 1989; Loewenthal & Snell, 2006) of researcher and tutor (Dalzell *et al*, 2010), as well as students' expectations, which required me to be mindful of core counselling conditions originating from the humanistic tradition¹² (Mearns & Thorne, 2007).

It should be acknowledgement that psychodynamic and psychoanalytic approaches emanated from a time of gender inequality and sometimes in the context of homophobia. I have taken care in the application of original thinkers' ideas in the present time and context. Psychodynamic theory was originally Euro-centric and acknowledgement is made of the possible difficulties, for people from different origins, in understanding and accepting the original context. This was highlighted in the research as an issue for students on counselling courses for whom English is not the first language or students who originate from outside Europe.

Psychodynamic¹³ counselling is concerned with how individuals sometimes deceive themselves as to purposes, wishes and beliefs and how these deceptions create conflicts between expressed goals and actions (Sturdee, 1995). In application to this study, in thematic analyses, I identify where students might deceive themselves by using defence mechanisms and other unconscious processes as coping strategies. This is an example of where I, as

¹² Carl Rogers (2004) proposed the six core conditions of the person-centred approach which include congruence (genuineness), unconditional positive regard and empathy; some might consider these three core conditions have been hijacked by the psychodynamic and other approaches to counselling.

¹³ Traditionally, the principles underlying psychodynamic counselling are presented as derivations of the ideas of the psychoanalytic school founded by Sigmund Freud, a doctor, neurologist and psychoanalyst. Current psychodynamic counselling draws from a considerably wider and developed range of theoretical influences.

researcher, use elements of the psychodynamic approach to build lenses into a framework to analyse data.

A definition of the term psychodynamic is ‘...of/or pertaining to the laws of mental action...’ (Palmer, 1999:236) and its use pre-supposes that there are some principles that determine the relationship between mind and action and that these can be formulated as a basis for therapeutic intervention. One of the most fundamental tenets is that clients are unaware of many of their motives and that if these were known they would be able to make better, less conflicted choices. However there is often resistance (Denietolis & Miller, 2008) to or defence against recognising these hidden motives, termed unconscious (Erdelyi, 1992; Sturdee, 1995) by most psychodynamic theorists and hence many clients are unable to change; indeed there seems compulsion to repeat past behaviours (Freud, 1922; 1949). Such resistance and unconscious defences are also noted in students’ comments throughout the research.

The ‘Self-Sabotage Cycle’ (Rosner & Hermes, 2010) is descriptive of the natural tendency of the human to repeat which, Freud (1922) postulates, infants learn during their formative years by what he terms ‘repetition compulsion’. This tendency to repeat is deeply rooted in the unconscious (Freud, 1922) and even though there is conscious awareness that repetition is not in the individual’s best interest, repeating past behaviours still happens.

Trauma might cause the individual to act in a known way (Bonomi, 2004) and in order to survive, the individual unconsciously represses associated feelings. Rosner & Hermes (2010) suggest that it only by understanding the source of trauma and how it manifests, that the therapist can begin to enter the world of the client and start the process of enabling material to emerge into the conscious from the unconscious (pre-conscious). This trauma is encoded in the unconscious and maintained by associated repression of feelings that protect the individual (Boag, 2010). Humans have a basic need

to feel safe and secure (Maslow, 1954) in a world that is stable and predictable. Early exposure to trauma could shatter the wish and need for a benevolent environment (Harris, 2008). As Year 3 students started clinical placements they reported becoming aware of the importance of understanding clients' traumas and repetition compulsions (Freud, 1922).

Repetitions are thought to arise because of earlier experiences (Shabad, 1993) where behaviour successfully enables coping mechanisms by ignoring or repressing difficult feelings. If this is not possible, not only is the memory of the trauma buried in the unconscious but also the feelings and emotions (Boler, 1999; Uttl *et al*, 2006) attached to it, resulting in distorted memory of the event itself. The severity of the event causing trauma decides whether it is experienced as traumatic and individuals have different tolerances to traumatic events. Those who have a high tolerance to trauma are distinguished not only by a more developed memory, but also because they remember '...in different manners, by different methods; they use memory to a different degree...' (Vygotsky, 1929: 45).

Within the psychodynamic approach to analysis and therapy, post Freud, the objects relations theories of Ferenczi (1926, 1927, 1988) and developed by Kernberg (1980), describe the capacity for mutually satisfying relationships, are primarily concerned with the equilibrium between the individual and his changing environment¹⁴ (Ferenczi, 1926). Objects relations theories have been developed by Fairbairn (1944) who described the libido as being object-seeking rather than the pleasure-seeking drives of Freud, with the emphasis on individual's relationships. Kernberg (1980) also further developed objects relations theories by rooting them in ego-psychology as an understanding of

¹⁴ This reference to environment can be considered as having resonance with the sociocultural theories of Vygotsky

patients' mental health. Students reported on the value they gave to objects' relations theories in this study, particularly in Years 3 and 4.

From the psychodynamic paradigm, Freud (1922) postulates the mind (or the psyche) has three separate component parts: the conscious, preconscious and unconscious. He posits the psyche comprises three structures as mapping onto this model. Firstly the id¹⁵ is completely unconscious and which represents the instinctual force towards immediate gratification of biological drives (Van Haute & Geyskens, 2008), that is sex, thirst and hunger. The id is present at birth (Badcock, 1988) and is the source of libidinous impulses. The second structure is the ego, which Freud (1922) argues is not always conscious, or even preconscious¹⁶. The ego is that part of the personality which functions according to the 'reality principle'. The ego is without energy and has to steal its energy from the id by means of what Freud terms 'identification'.

Through identification, the ego fulfils its basic function, which is to act as an intermediary between the id and the outside world. The ego develops throughout childhood and mediates between the child and the outside (social) world and superego. The third structure is the superego, which spans the unconscious and the preconscious. Freud (1922) postulates that the superego develops later and it represents the child's internalisation of the demands of the society in which it lives. These concepts are central to psychodynamic training, have been used throughout the study and inform students in all four years.

Current research (Schoore 2010, 2013) re-configures Freud's seminal topographical postulation of three layers of (un)consciousness containing the

¹⁵ 'The id is an impersonal, chaotic inferno of primitive drives, and dynamically repressed material which constantly agitates for expression. It goads the ego with pain and seduces it with pleasure' (Badcock, 1988: 111).

¹⁶ Freud found that many of his patients were unaware of how their egos operated to help them to function as social beings

id, ego and superego structures, as a three-dimensional hierarchical model comprised of amygdala, cingulate and orbitofrontal areas of the right cortex of the brain found to be responsible for exteroceptive sensory input, which comprises visual, auditory, tactile, gustatory and olfactory functioning¹⁷ (Schore, 2011, 2013).

Melanie Klein and objects relations theories

Research (for example Burgner, 1985) shows the deleterious effect on the child's development of an absent father, quoting a relevant formulation by Laplanche & Pontalis (1973)¹⁸. There are other differences between Freud and Klein including the nature of the death instinct (Mills, 2006), which Klein suggests is innate or intrinsic to human nature (Klein, 1997). Indeed this belief was eventually to distance Klein from the objects relations school. In this study, there is evidence of students' preference for the theories of Klein.

John Bowlby and attachment theories

Now, with the advent of neuroscience, there is empirical evidence of the significance of attachment and relationships in the child's development, therapists can more freely accept and use this understanding to inform of their clients' issues and development. Equally tutors can begin to understand how students' familial experiences play their part in students' construction of learning and that this understanding is part of what students describe as their relationship with the tutor being a facilitating factor in their learning.

The theories of attachment (Bowlby, 1971, 1980, 1988), including the concepts of secure base and attachment types (Bartholomew and Horowitz,

¹⁷ Schore's Right-Brain Dual Corticolimbic-Autonomic Circuits (Schore, 2013)

¹⁸ '... We are led to assign an essential role in the constitution of a given Oedipus complex to the other poles of this relationship, the unconscious desires of both parents, seduction and the relations between the parents, as well as to the subject and his instincts.... It is the different type of relationship between these three points of a triangle which... are destined to be internalised and to survive in the structure of the personality...' (Laplanche & Pontalis (1973: 286).

1991), are central both to this study and indeed to psychodynamic counselling training courses in general. Throughout training on psychodynamic counselling courses, acknowledgement is given to Bowlby for his seminal work on the importance of attachment.

Both Freud and Klein consider babies are born relatively undeveloped. Understanding the baby's development from a neurobiological perspective has substantial learning for modern attachment theorists (for example including Holmes, Steele, Scroufe, Schore, Muir and others). Clarke & Clarke's (1976) research finds early experiences of the baby affect her growth and now as neurobiological research evidences, the brain is also affected (Bauer, 1996) and thus her physiological systems, particularly stress responses (Schore, 2013). At this early stage in development feelings evoked are very basic, including distress (Emerson *et al*, 1994) or contentment but the baby relies on her caregiver to manage these states. The baby builds images of what it associates with them, for example, pleasure or pain. Some babies are more reactive than others, but the outcome depends more on parents than on the baby '...even the most difficult babies do fine with responsive parents, who adapt to their needs...' (Gerhardt, 2004:20).

Gerhardt (2004) postulates further that 'problem' parents are either neglectful or too intrusive. If the caregiver blocks her feelings or if she is preoccupied with them, she is unlikely to notice or regulate her baby's feelings. If the caregiver does not manage her own 'negative' emotions and becomes upset or annoyed with the child who cries or becomes angry, the child learns to hold back feelings or tries to switch off feelings because she receives no help with learning how to regulate them. This is considered as being representative of an 'avoidant attachment' (Bowlby, 1971). There are examples in this research of students having experienced such avoidant attachment.

If the caregiver is inconsistent and offers irregular response to the child, the child learns to watch the caregiver very closely and keep emotions near the surface so that she attempts to get attention when she had a chance of getting it. This is known as ‘ambivalent attachment’. In disorganised attachment ‘...so much has gone wrong that...[parents] are unable to provide the most basic parental functions of protecting the child and creating a safe base from which to explore the world...’ (Gerhardt, 2004:27). Striving to be noticed by the tutor is an example in this research of ambivalent attachment.

The way the higher functions of a baby’s brain develops is dependent on that infant’s experiences with people and in particular it’s caregiver. Here might also be considered the importance of the sociocultural context for the development of the child (Vygotsky, 1933, 1967). Research (Bowlby, 2000) with Romanian orphans shows the existence of a ‘black hole’ (Schore, 2000) where their orbitofrontal cortex should be. If the child does not experience social relationships during the period in which the orbitofrontal cortex develops (up to age three years) then she is unlikely to be able to develop adequately this part of the brain in any social context. On the other hand if there is good interaction between mother and baby, love is experienced as pleasurable and the baby has a good chance to develop and manage problems in a non-traumatic way.

When the relationship is boundaried and experienced as reliable and especially when the caregiver is consistent and able to manage the baby’s stress, modern attachment theorists believe that ‘...it is the repeated and typical experiences that structure the brain...’ (Gerhardt, 2004:45). Babies do depend on the caregiver to manage their stress, as do students rely on tutors and if this is not done sensitively, the baby’s stress response is activated and she becomes flooded with cortisol and cortisol receptors shut down. In this case in future, she becomes very sensitive to stress, as the cortisol is not taken up by the receptors and remains in the brain.

Much is written on the linking of anxiety and depression, no better described than by the psychoanalyst Harry Stack Sullivan (1953), who theorises anxiety is a key pathological factor in shaping the self (Brinich & Shelley, 2002) and regulates interaction with others, suggesting ‘...the outline of the child’s personality is sharply etched by the acid of the parents’ anxiety...’ (Mitchell & Black, 1995:70). The importance of attachment and understanding the internal working model (Bowlby, 1971) is central when considering how nurture considerably impacts the child’s development. Thus the ability for the student to be able to show compassion for self is a predictor of her ability to show compassion to others; students are tutored that this is an essential starting point of a psychodynamic counsellor.

Current research (Schoore, 2011), building on the pioneering work of Bowlby, Stern, Winnicott and others, highlights the importance of empathic interaction between the mother and child for the development of that child into a loving human being. Schoore, paraphrasing Gerhardt (2004), asks the questions:

‘...The babies who are born now and in the years to come will be the adults who nurse us in old age, who manage our industry, who entertain us, who live next door. What kind of adults will they be? Will they be emotionally balanced enough to contribute their talents, or will they be disabled by hidden sensitivities?...’ (Schoore, 2013)

Schoore (2013) suggest the answers to these questions can only be determined with an understanding of the part played by how babies experience being loved and valued during infancy. Presently, neurobiological research (Schoore, 2011) provides evidence of brain activity stimulated by the mother’s verbal and non-verbal responses, involving chemical manufacture (particularly oxytocin, dopamine and noradrenaline) and released in both mother and baby, which affects the centre (amygdala) (Schoore, 2000) of the right hand brain. This is the area of the brain found to be involved in the baby’s ability to establish the ‘...maintenance of long-lasting social and emotional attachments...’ (Schoore, 2013).

Entering an age when neurobiological research evidence confirms the importance of the early postulations of Bowlby's attachment theories, provides material for increased understanding of the importance of the attachment process for future generations of student counsellors. In this research there is evidence of students placing much importance on the application of attachment theories, both to themselves as part of their personal development and to understanding their clients' processes.

Existential counselling approach

I include this brief introduction to the Existential approach to therapy, as not only does it inform my choice of analysis methodology (hermeneutic interpretative) but also interviewed students comment on and report how existentialism adds an important dimension to their learning, which provides them greater understanding of their personal development.

There is overlap between psychoanalytic, psychotherapeutic and educator application on the one side and the spiritual and meditation on the other (Jung, 1921, 1962, 1969). Some students are attracted to and welcome the overlap. There are certainly those students and tutors who either support or eschew such parallel thought. Where the overlap occurs can be considered existentialism, which proposes an approach based on the four concerns of 'Isolation', 'Meaningless', 'Freedom' and 'Death'. Acknowledgement is made of the debate existing amongst existentialists of this approach being philosophically or psychologically based. This thesis does not attempt to further the debate but acknowledges the importance students in this study place in being introduced to existentialism at the formative stages in their learning to be counsellors.

Particular seminal theorists of the existentialist approach to counselling are Soren Kierkegaard, Edmund Husserl, Martin Heidegger, Karl Jaspers, Jean-Paul Sartre, Martin Buber and Paul Tillich, with more modern theorists

including Irvin Yalom, Rollo May, Ernesto Spinneli and Emmy Van Deurzen. Hiedeggar particularly is the existential thinker who provides a base and origination for Gadamer's (2006) hermeneutic philosophical theories (see below). All take the seminal work of Freud as a basis for theoretical development and acknowledge its influence. Some, if not all, are trained as psychoanalysts (Skovholt and Rønnestad, 1992). In my tutoring, the existential approach seems to sit well with the psychodynamic approach and most of this paradigm's concepts are reported by interviewed students as acceptable and not in conflict with the course's core concepts and theories.

Critique of psychoanalysis and the psychodynamic approach

A brief critique of psychoanalysis and by derivation the psychodynamic approach to counselling, naturally starts with initial recognition of the founding part played by Sigmund Freud, who in turn acknowledges the part played by the pioneering work of his collaborator, Josef Bruer. From Bruer's cathartic method of hypnosis for treating repressed traumatic experiences, Freud developed psychoanalysis (Stark, 2005).

Particular importance for the development of psychoanalysis and hence the psychodynamic approach to counselling, are the object relations theories of Otto Kernberg and Melanie Klein, the self-concept theories of Heinz Kohut and psychosocial theories of Erik Erikson (Grünbaum, 1990). The objects relations theories propose that '...under conditions of low affect activation, reality-oriented perception controlled cognitive learning took place, influenced by temperamental disposition, that is the affective, cognitive and motor activity of the infant, leading to differentiated, gradually evolving definitions of self and other...' (Kernberg, 2005:40). In high-level affective relationships specific memory structures are emplaced in which are found powerful motivations to interact with significant others. The drive is for increased conditions that generate high positive affective states and decrease the conditions that enable negative affective states (Kernberg, 2005). Self-

concept theories propose that the therapeutic relationship has an essential part to play in a diagnostic approach to client's problems in the development of self (Kohut, 1971).

Perhaps as much publicity has been given to the works of Jeffrey Masson, who wrote a number of books, particularly 'Against Therapy' (1988) which counter the benefits of psychotherapy, as any other critic. The central contention seems to be the belief that any person can learn some counselling skills and be as cathartic as a qualified therapist in enabling the client towards achieving her developmental goals. This seems to counter the idea of the importance of the work and expertise required in building and maintaining the therapeutic relationship, so prevalent in post-Freudian thinking. In an earlier publication Masson (1984) attacks Freudian thinking of the Oedipal complex, the very foundation of psychoanalytic theory, as having nothing to do with being a driver of personal development and that sexual fantasies and libido-driven development has no relevance to resolution of client problems. Masson writes that reports of historic sexual abuse, particular that between father and daughter, are themselves childish fantasies, much to the chagrin of those who suffer such abuse.

A problem sometimes encountered with psychodynamic psychotherapy, is its anecdotal and individualistic nature, that is some clients need considerably longer than others to access unconscious material. In today's society, with pressure for value for money and need for empirical evidence before resources become available for such therapy, this is problematic. However this has now being addressed by the development of Dynamic Interpersonal Therapy [DIT], based on the historical concepts of the psychodynamic approach but substantially more structured (Malan & Osimo, 1992)¹⁹ with a

¹⁹ David Malan (1992) was amongst the first to tailor the psychodynamic approach to short-term work.

target sessional therapeutic longevity of twelve to sixteen sessions (Blatt & Luyten, 2009; Lemma *et al*, 2011).

The DIT programme has been developed in response to the criticism that the psychodynamic approach does not produce standardised verifiable results and therefore might encounter problems in attracting government funding for its use in the NHS. Students report a preference for working with underlying causes as well as presenting issues or effects, the goal of the psychodynamic practitioner. This new model would certainly challenge freshly trained students. However they would be able to benefit from DIT training once they become fully-fledged counsellors. This new model (2010) is developed for use in the NHS within the IAPT²⁰ services, as results suggest it is promising in its acceptability and effectiveness (Lemma *et al*, 2011).

Critique of the psychodynamic approach might include the inappropriateness of long-term therapy when short-term counselling could be shown to work for presenting problems. Here I mention CBT²¹ with its focus on goal-setting and achievement. Certainly results are recorded and statistics produced to show this therapy is effective for short-term results but traditionally CBT is not designed to address clients' causal issues via working in the phenomenon of transference (Cutler *et al*, 2004). Again current DIT developments, as detailed above, can be shown to use the psychodynamic approach in a model that allows for shorter-term work.

Since the turn of this century, there can be considered the current drive by Higher Education establishments to focus on the therapeutic relationship with movement away from previous historic analytical thinking. Indeed, tutoring psychodynamic courses now has the central focus on interaction with the

²⁰ Improving Access to Psychological Therapy

²¹ CBT: Cognitive and Behavioural Therapy. Aaron Beck was particular instrumental in linking cognitions with behaviour to create CBT.

therapist, perhaps highlighted by the paradigm shift to relational psychology ‘...to understand attachment origins of the capacity to receive, feel and express the emotions of love for another, utilise relational perspective of interpersonal neurobiology [as] structural and functional development of the early bonds of mutual love...’ (Schorer, 2013).

In summary, events have overtaken those who wish to maintain purism of historic analytical psychodynamic thinking and practice, with a marked move to relational psychology encompassing and furthering the original Bowlbian attachment processes. This is no better illustrated than by postulations of the importance of the mother’s gaze in the development of the baby’s parasympathetic ‘quiet love’ and sympathetic ‘excited love’, two concepts originated by Kohut (1971) and further developed by Schorer (2013), who proposes that the ‘...mutual gaze ‘gleam’ is an overt biogenetic expression of the mother’s love. Her excitement resonates and amplifies the infant’s ‘excited’ love...’ (Schorer, 2013). On this is predicated Schorer’s research providing empirical evidence that mother-infant mutual love is the neurobiological source of all forms of adult love as well as the capacity to form long-lasting mutually satisfying bonds in later adult life.

Sociocultural constructivist paradigm

The second main paradigm for this research is a constructivist view of learning (Grier-Reed *et al*, 2009) and in particular the sociocultural constructivist theories of Vygotsky, who draws freely on the work of such international contemporaries as Sigmund Freud (Vassilieva, 2010).

As further evidence of connection is Vygotsky’s publication ‘Crisis in Psychology’ (1927), claiming that the ‘...crisis stems from the sharp contradiction between the factual material of science and its methodological and theoretical premises; a contradiction deeply rooted in history of

knowledge, revealing a dispute between the materialistic and idealistic worlds...' (Vygotsky, 1986:13). In his investigation into the crisis of arriving at and understanding a definition of psychology, Vygotsky (1927) also considers how the wide base of psychoanalysis and by implication its derivation, the psychodynamic approach to counselling, is problematic in the sense that the libidinal drives of Freudian psychoanalytic theories '...became a metaphysical principle amidst all other metaphysical ideas, psychoanalysis became a world view, psychology a metapsychology...psychoanalysis has its own theory of knowledge...' (Vygotsky, 1927; 1982). Vygotsky considers these two domains irreconcilable and yet attempts to understand the two and somehow bring them together.

Vygotsky (1986) approaches consciousness as problematic whereby he attempts to prove some legitimacy via his conclusion that there are two forms of consciousness, thought and speech. The word, he concludes, is a '...microcosm of human consciousness...' (*ibid*, 1986:256). Vygotsky's (1925) hypotheses attempt to explain what he considers are the major questions pertaining to consciousness.

Vygotsky (1986) distinguishes between two forms of experience, the scientific and the spontaneous and by implication questions the perspective of Freudian thought as being positivistic. This division, that is the difference Vygotsky makes between what is being studied and the principles that explain the process '...is central to his methodological oeuvre...' (Daniels, 2001:86).

Vygotsky (1986) attempts differentiation of students' personal or 'everyday' concepts from those learned at school, which he designates as being scientific. He uses the term 'scientific' to describe systematic learning. He suggests the processes of everyday concepts originates in the child's own experiences and academic concepts, which she learns in the presence of a more informed other, were different (Kozulin, 2003).

Thus for Vygotsky, psychology is the means of uncovering the origins of higher forms of consciousness (see above) and cannot be limited to direct evidence; it is this enquiring nature of human beings that is fundamental to Vygotskyian thinking (Lee & Smagorinsky, 2000). It is working with unconscious material that this study highlights is the difference between the psychodynamic and other processes.

There is recognition (James & Coleman, 1998) that many students might learn most effectively through collaborative methods (Wyn, 1990; Blumenfeld, *et al*, 1994). Indeed the importance of the culture, which immerses the learner and the role of others in assisting learning (Vygotsky, 1978), is becoming increasingly acknowledged (Billett, 1996). How the more experienced other facilitates the student learner in the ZPD is known as scaffolding, which is a focus of my research. Vygotsky did not propose the term ‘scaffolding’, which Wood *et al* (1976) introduced some decades after Vygotsky’s death.

Scaffolding is the process of describing the ‘...gradual release of responsibility from the expert to the learner...’ (Bodrova & Leong, 2001:11) by decreasing assistance, thus enabling the student to become fully responsible for her performance (Van Rooij, 2009). Simultaneous with this time the unchanging nature of the learning tasks increases the level of responsibility the learner requires to achieve her goals (Elliott, 1999).

That the student's belief in self, or self-concept (Shaw *et al*, 1960), is acknowledged as both a functionally restrictive and facilitating factor (Roth, 1959; Davidson & Lang, 1960; Payne & Farquhar, 1962), in academic performance, is investigated throughout this research. Further research concludes that lack of ‘...a sound theoretical framework with which to interpret empirical results...’ (Payne & Farquhar, 1962:187) as being fundamental for establishment of self-concept (Shaw *et al*, 1960) as well as

failure of many investigators to make their self-concept referents even plausibly relevant to the behaviour under study (Wylie, 1961).

It is this reflexive use of self (Sluijsmans *et al*, 1999; Rowan & Jacobs, 2002) that enables students in this study to understand how they integrate and apply components of each paradigm to their own development in their vocational contexts (Billett, 1996), perhaps without fully understanding the significance of considering learning from different paradigms. Students, at research interviews, report their belief that reflexive learning is likely to withstand the test of time (Mishler, 1986).

The unlearning²² process is central to counselling training and highlighted in research (Salomon *et al*, 1989) in which there are clear findings that support the ability for adults (to use IT as a ZPD) to reconstruct knowledge supported by a more informed other (Vygotsky, 1978).

Critique of Vygotsky's work

In reviewing literature, I became aware of debate concerning the application of Vygotskyian theories outside the original time and context (Rowlands, 2000). Vygotsky promulgates theories from an entirely different context but nevertheless the sociocultural theories and concept of ZPD, in his work, provide a very useful framework for analysis for this research, against which to reflect about the way students interpret their construction of learning on psychodynamic counselling courses, in their relationship with the tutor. Rowlands (2000) lays down the marker that Vygotsky is heavily influenced by Marxism and implicitly warns of its possible consequence, suggesting the ramifications in pedagogy can be viewed only in this context.

²² The unlearning process for students on counselling courses can be anxiety-provoking, especially as students might have trained previously in other disciplines which required specific ways of thinking and reacting.

Rowlands (2000) claims that Vygotsky has been completely ‘...‘turned on his head’ in order to justify a sociocultural relativism at the expense of his objectivist approach...’ (Rowlands, 2000: 537). This stimulates the question, what credence can be given to a non-objectivist approach? Is the ‘tail wagging the dog’, that is has Vygotsky tried to make his theories fit the sociocultural school rather than let this emerge in the psychodynamic or constructivist sense of enquiry?

There is the claim that ‘...contrary to the relativism of the sociocultural school, Vygotsky’s perspective was wholeheartedly objectivist in nature...’ (*ibid*, 2000:538) and for me this is the essential dilemma. Vygotsky’s theories do seem to be intrinsically objectivist, heavily weighted by Marxist traditions and clearly contextual in nature. The point that the ZPD can become a ‘...dynamic research methodology because it could enable us to understand in practice the cognitive processes involved...’ (*ibid*, 2000:550) is poorly made as the ZPD is a zone and not process (Wearmouth, 2013).

Concepts from both paradigms

The concepts from both paradigms are aspects of the theories I have included in my analysis and interpretation of the students’ transcripts.

Vygotskyian thinking encapsulates three major concepts. Firstly that genetic analysis has importance in learning, in that the origins and history of phenomena can only be properly understood in interconnectedness and how and where they occur in human development (Vygotsky, 1978). This has resonance with Freudian thinking in that regression as a defence occurs if psychosexual stages are not completed (Freud, 1963), which postulation Erikson (1980) underscores by proposing that resolution of psychosocial

tensions²³ is the driver of human development. The focus on social factors, an important focus in this study, is linked in that Vygotsky (1978) theorises that learning and development take place as a result of experiences of cultural influences and in societal contexts. As the learner's context changes, so does learning opportunity and hence there can be no blueprint describing the changing dynamics between external and internal aspects of development, as this is an individualised process.

Spontaneity is included in Eriksonian psychosocial theories of development, based on Freudian libido-focussed stages of development, which suggest the early learner can be encouraged to take initiatives and try out new ideas, as noted in this study. The learner can imagine a future situation, one that is not immediate reality. Initiative is the attempt to make that non-reality a reality (Erikson, 1965, 1980). Fantasy, curiosity and imagination leading to initiative-taking (Stern, 1997) can be encouraged; often this manifests as creativity and play (as noted in this study, see below), which psychodynamically has high importance. The importance of play is researched by Vygotsky from many perspectives. In connection with imagination he proposes the representation of '...children's play is imagination in action which could be reversed; we can say that imagination in adolescents and schoolchildren is play without action...' (Vygotsky, 1978).

Representation has significance psychodynamically when considering objects relations theories (Klein, 1946, 1971; Ferenczi, 1926, 1927; Fairbairn 1944; Kernberg, 1980), which generally espouse the relationship between people and particularly mother and child and use of an object in a transitional sense (Winnicott, 1965), again an important concept in this study.

Freud (1922) describes development whereby each stage is a progression

²³ Erikson (1980) proposed resolution of psychosocial tensions was the means by which humans developed

towards adult sexual maturity, characterised by a strong ego and the ability to delay gratification. With increasing maturity, the infant overcomes illusions of omnipotent control over objects (Grand, 2002) and there is a decrease in projection and introjection and a rise in more accurate projection (Klein, 1946, 1971) found in Year 4 students in this research. The co-existence of these concepts can be understood in terms of quantitative ratio, with one sublimating to the other. From the psychodynamic paradigm the unconscious defence mechanism of sublimation²⁴ (Freud, 1963) is viewed as an unconscious process to understand metaphorical representation, often connected with the libidinal drives of Freudian thought (Wisdom, 1992; Heller & Northcut, 2002). I define the Kleinian concept of splitting elsewhere in this study. Projective identification²⁵ (Waska, 1999) is the imaginatively splitting off part of self and attributing it to another in order to control the other. This often includes splitting, in the form of externalisation of inner anxiety and anger, concepts understood and reported by students in this study.

The second of Vygotsky's concepts is the idea of different levels of mental functioning. Vygotsky (1978) makes the distinction between lower mental functioning which encompasses perception, memory, attention and will and higher or cultural mental functioning, which is specifically human and develops gradually from radical transformation of lower functioning. Vygotsky (1987) uses the term 'supersede' to designate this transformation, yet on deconstruction the higher mental functioning comprises elements of lower mental functioning.

The third main concept Vygotsky (1978) postulates is that there are two

²⁴ The defence mechanism of sublimation is described as allowing acting out of unacceptable impulses by converting these behaviours into an acceptable form. Freud believed that sublimation was a sign of maturity that allowed people to function normally in more socially acceptable ways (Kahn, 2002).

²⁵ Melanie Klein introduced the term 'projective identification' as '...much of the hatred against parts of the self is now directed toward the mother. This leads to a particular form of identification which establishes the prototype of an aggressive object-relation. I suggest for these processes the term 'projective identification...' (Klein, 1946:102).

different types of memory. One is based on lower mental functioning and is characterised by retention of actual experiences accessed by mnemonic traces (Reisberg, 2001), which is generally understood to be ‘natural memory’. The other is mediated memory and is found in higher level mental functioning in which the inter-functional relations enact to connect memory with other functions. It is this process that occurs through social interaction which the tutor facilitates by mediating learning with the learner, which is highlighted in this study.

Vygotskian constructivism (Atherton, 2005; Mayo 2010) encompasses radical, social and sociocultural theories (Karpov, 2003, 2006). Each learner individually and socially constructs meaning (learning) as she acquires knowledge, which produces twofold consequences. Firstly the learner can think about the process of learning (that is meta-learning) as well as the subject being taught and secondly there is no knowledge independent of the meaning attributed to the experience (that is learning through experience as constructed by the learner) (Hein, 1991) or making her own interpretations.

Interpretations have resonance psychodynamically (Glucksman, 2001; Tabin, 2006) because they are examples of advanced therapeutic skills (Crits-Christopher *et al*, 2005) explored in this study. An interpretation repeats something and might be considered to drain that something from the unconscious into consciousness, via symbolic and language formation (Erdelyi, 1992; Moncayo, 2006).

Vygotsky (1978) proposes the child’s earliest speech is social progressing to ‘inner speech’, which is a later developed stage of transformation from communication into individualised thought. Within this ‘inner speech’ Vygotsky makes the distinction between ‘word meaning’ (reflecting a general concept) and ‘word sense’ which depends on the context of the speech, with a predominance of sense over meaning (Rose *et al*, 2005). In the phenomenon

of inner dialogues or speech, Vygotsky (1986) reflects on the problem of the personal senses of words, especially important for a student where English is a second language, as discussed in this study.

Foregrounded in Vygotskyian theory is the relationship between interpersonal and intrapersonal communication (Richardson *et al*, 2007) and here there is a relevant cross-paradigm reference and connection to psychodynamic theorists, for example Winnicott (1965) and Bowlby (1971, 1980, 1988). This cross-paradigm connection, involving interpersonal and intrapersonal communication, is particularly significant in the work of Lemma *et al* (2011), who are currently developing brief dynamic interpersonal therapy [DIT] for use by clinical practitioners as a part of Improving Access to Psychological Treatments [IAPT] service within the NHS. The interpersonal and intrapersonal planes help form the framework through which data is analysed in this study.

Vygotsky highlights the tension of how the external and inner dialogues combine to acquire a psychologically individualised form (Kozulin *et al*, 2003; 2007). Vygotsky (1986) considers these two important processes were interwoven, the transition from external communication to inner dialogue and the expression of intimate thoughts in linguistic form, thus making them communicative.

Influence of Freud and Vygotsky

Thus can be noted both Freud and Vygotsky have an influence that far surpasses their original contribution in their context. That Freud ‘...provided the undisputed starting-point of the modern psychodynamic study of the human personality...’ (Guntrip, 1973:vii) is generally accepted by psychoanalytic and psychotherapeutic thinkers. That Vygotsky’s theories turn out to be instrumental in shaping the learning processes in ‘...understanding that human cognition and learning as being social and

cultural rather than individual phenomena...' (Kozulin *et al*, 2003:1) is universally accepted when considering knowledge as information rather than the product of concept-formation. Where the development occurs is in the application of Freud's and Vygotsky's postulations by theorists and practitioners who discover areas that original propositions have not visited. This can be considered the strength of development, which happens on a continual basis by theorists and practitioners who apply original thought to changing circumstances and contexts.

Students' perceptions

The constructivist paradigm rests on an understanding that the tutor needs to know exactly where the student is in her stage of learning. Some important findings emerge from research into students' perception, for example Dochy *et al* (2005) show that, in general, students value having their views taken into account when designing learning activity (Stetsenko, 2005).

Students' understanding of facilitative factors, including stated preferences (Smith, 2006) for how they learn, do matter (Struyven *et al*, 2008). Use of portfolios (Segers *et al*, 2008) and learning aids, including worksheets which are used widely in counselling training courses as shown in this study, is highlighted in Doppelt & Schunn's (2008) research as being enabling for students and therefore beneficial. Portfolios and worksheets are psycho-dynamic course resources and assessment tools (Sobral, 1997).

Seeking students' perceptions (Stones, 1987) and how these might change (Gottman, 1996) throughout the life of the course (Postlethwaite & Maull, 2011) is important because of the Vygotskyian framework under which this research is completed. What is important is the act of finding out students' perceptions, rather than the perceptions themselves (Freeman, 1993).

The idea that counselling training is based in universities²⁶ because it requires the depth of understanding and analysis, which is the hallmark of university study, has direct pertinence to this research, as the eight student interviewees are on or have attended university (Werring, 1987) or Higher Education courses (Middlehurst, 2001; Anderson *et al*, 2003; Ramsden, 2003).

I use integrated counselling skills (Sanders, 2002), particularly of listening, in a manner that facilitates the student to tell her²⁷ story or narrative²⁸. Student narrative is taken to mean students' own words and meanings attached (deRivera & Sarbin, 1998; Shacklock, 2005), encouraged by my questions and interventions posed in such a way that the student feels free to respond openly.

In constructivist terms Wearmouth (2002) notes there is recognition that

‘...at the centre of each account ‘dwells a protagonist’ (Bruner, 1990) and turning points are important because they result in change in protagonists’ orientations to the world. They represent crises points brought about almost invariably by an access of new consciousness. It is at these points that the canons of logical consistency are ‘violated’ and the ‘engine of drama’ (Bruner, 1986) is built...the depiction of reality not through an omniscient eye that views a timeless reality, but through the filter of the consciousness of protagonists in the story...’ (Wearmouth 2002:28).

Students relate their stories in their own idiosyncratic and individualistic ways, termed ‘subjectification’²⁹ (Bruner, 1986). They use their own lenses, which they form from their sociocultural experiences and as such are the central characters in their stories. There is no universally accepted truth to students’ stories, only their representation, clearly postulated as others ‘...see only the realities of the characters themselves...viewing only the shadows of

²⁶ This is the title of Michael Jacobs’ journal article (2002) in which he proposed very eloquently and pragmatically that counselling training should be held in Higher Education universities, an idea originally promulgated by Freud (1956) and Kernberg (1986).

²⁷ See footnote 5 (use of female pronoun to identify students participating in this research)

²⁸ Vygotsky discusses narrative as being understood and representative of student world-views.

²⁹ ‘Subjectification’ is a word originated by Foucault to describe the construction of an individual subject or how an individual turns himself into the subject (Foucault, M. (1984) *The Foucault Reader: An Introduction to Foucault's Thought*, ed. P. Rainbow, 3rd edition, London: Penguin)

events we can never know directly...' (Bruner, 1986:25). When learning is deconstructed and reconstructed new understanding emerges, which might challenge previously unconscious defence mechanisms of coping strategies, a concept from the psychodynamic therapeutic paradigm.

In this thesis I reflect on how interaction with the interviewee and how the relationship dynamic can affect the interviewee (Christopher & Maris, 2010). This has the potential to influence responses and thus understanding this process assumes importance. I cannot ignore the presence of these different roles and believe the research is richer for such acknowledgement and understanding.

There is evidence that many students find talking about their course experiences to be affirming and enabling (Middlehurst, 2001, Tabin, 2006). To ask questions in a detached way, from the aspect of solely interviewer, can counter the importance of the relationship and be detrimental to understanding and utilising the process (Wheeler, 2010).

I realise I need to balance my knowledge shown with the appropriate level or stage of the interviewee's development, so my questions remain accessible (Moreno *et al*, 2011). At a conscious level, denying appropriate thought or knowledge has the potential to have a deleterious effect on the interview relationship, perhaps encouraging defensive behaviour (Collie, 2008) or resistance to new learning on the part of the interviewee. Noted above is the significance psychodynamically of unconscious defences and resistance to addressing such.

During the research interviews (Gorden, 1980; Mishler, 1986), I anticipated experiencing resistance to some areas of questioning, which might happen particularly when students give feedback on how they considered the tutor performs. I understand this can be especially apparent when addressing

issues which include seeming criticism with a view to them (students) remediating revealed areas of weakness.

In research terms the question of the ability of students to give valid judgements on teaching is commonly formulated as an examination of whether factors beyond the control of the teacher, from a psychodynamic perspective, influence or contaminate the student ratings (Kember & Wong, 2000). Some student interviewees seem to show a built-in resistance when offering critique of a tutor's performance, some call it loyalty and others do not wish to be heard to be critical.

To offer critical analysis of paradigm choice (Barnett, 1997) for this research gives an opportunity to consider conflicting interpretations (Piper *et al*, 1993) of the application of postulations of historic theorists in a modern context. Freud and Vygotsky are the two 'founding fathers' of the two paradigms through which I construct this research. Theorists following the two original thinkers offer more modern interpretations acceptable to students who have reservations about applying historic thought to modern circumstance. However this does not lessen the impact of leading thinking of Freud and Vygotsky but places it in historical context. Some of the practices of early theorists are certainly taboo today, including for example sexual relationships with patients, drug abuse and using mentally challenged patients as 'guinea-pigs'. These practices, without the controls and boundaries (Bridges, 1999, 2001; Sinsheimer, 2007) of modern day thinking, if not widespread, were

found during the time and in context of the two theorists, Freud^{30/31} and Vygotsky.

Summary

This chapter examined the nature of student development on counselling courses from a number of viewpoints. Literature reviewed included authors' suggestions that proposed the student could be supported and encouraged in her learning by the tutor through mediation of sedimented knowledge about the psychodynamic theory and practice (Borbely, 2009).

I reviewed literature that illuminated how the student moved towards becoming an autonomous learner by the process of scaffolding (Grant, 2011), as well as how her ability to undertake personal development was dependent, to some extent, on her early familial experiences (Skynner & Cleese, 1993). Review of the selected literature indicated that psychodynamic therapy has changed over time in terms of clinical practice and definition and amendments have been made to seminal theories of Freud and Vygotsky. Selected literature included the authors' proposals that clinical practice or operation generally defined the tradition and development of the psychodynamic psychotherapeutic approach to counselling (Markovitz *et al*, 1998; Binder, 1999).

³⁰ Dr Tylim offers commentary on Freud's seemingly incongruous behaviour as an analyst '...Freud allowed the Rat Man access to his private life, violating technical principles he was in the process of formulating. The Rat Man must have elicited a strong countertransference pull on Freud. How else can we understand Freud's gratifying his hungry patient by inviting him to a meal? What about Freud's financial support to the Wolf Man? Freud often disregarded his own recommendation that analysts avoid taking into treatment patients they have met before either socially or in medical settings. The analysis of his daughter Anna was certainly an unorthodox one. In the process of creating psychoanalysis, Freud took a few side trips into forbidden territory. Today's Freudian analysts may classify these incursions as loaded with unethical potentials. How do psychoanalysts reconcile the tendency toward stretching the frame with the ethical demands of their profession? When does a humane act or a kind gesture become a crossing over or a violation of boundaries?' (Tylim, 2004: 610).

³¹ Further evidence of Freud's pro-bono activities are offered in literature which recognised examples of him offering free clinics to patients in Vienna (Cresci, 2010).

At the core of the psychodynamic approach to counselling there seemed clear evidence, in material reviewed, of the efficacy (DeFife, 2009) of the application of concepts (Haynes *et al*, 1995), originated principally by Freud. Psychodynamic core concepts were shown to be complex in their composition and application (Høglend *et al*, 2000). Literature reviewed included proposals that students undertaking studies and integrating the concepts, into their clinical practice, were likely to lead to individual change (Beisser, 1970; Gottman, 1996) and personal development (Robins, 2001; Segers *et al*, 2008).

Selected literature from the paradigm of sociocultural constructivism, elements of which, as above, have been formed into the analytic framework, was reviewed from the perspective of understanding students' development. Vygotskyian thought and concepts were addressed and successive theorists' work was assessed for compatibility with understanding students' developmental needs and learning.

Throughout this chapter, comparisons and contrasts between the two paradigms, selected for this research, were emphasised and discussed through selected literature. This gave an opportunity to recognise and highlight the major influence of understanding human (student) development of both Freud and Vygotsky. My use of elements of these analytical approaches appeared to be unique as I have found no mention of this two-paradigm use in my research of psychodynamic and sociocultural constructivist literature. These were the significant issues from literature that I have reviewed, which I have taken forward into the research.

In conclusion, some of the issues from the literature that informed my thinking for this research included the application and use of elements of the two paradigms, the developmental nature of psychodynamic and psychoanalytic thinking, how socio-constructivism had informed learning,

considering students' perceptions and views and mostly how Vygotsky's and Freud's original thinking had influenced both theorists and practitioners alike.

3: Research Methodology

Introduction

The focus of the research is ascertaining students' perceptions of what facilitates their learning on psychodynamic counselling courses.

In this chapter I offer a rationale for the choice of the qualitative research methodology as well as consider the method of gathering data to address the research focus and design. I have discussed the structure and rationale for the pilot study and the list of general questions (see Appendix 4, pages 350-352), which I compiled with the focus in mind. I have addressed the implications of the pilot's study outcome for the main study. These outcomes included the emergence of themes (see Tables 4, page 74 and Table 5, Page 75) from analysis of qualitative data, which I included in foci for the main study. I conclude the chapter with discussion of ethical considerations.

Philosophy Underpinning the Research

Introduction

In this section I explain how I selected the hermeneutic method as part of the interpretivist approach to this research, including the ontological and epistemological philosophical underpinnings. I also consider the interpretivist research tradition and the rationale for qualitative methodology for analysis of data.

The Interpretivist or Hermeneutic Approach

The ontology of the research is constructivist and associated with this is the epistemology, which is interpretivist. The methodology for this research is based on this epistemological positioning. In research undertaken through a phenomenological perspective, it is useful to understand that hermeneutic philosophy (Gadamer, 2006; Arthur *et al*, 2012) is reflected in the methodology of the research. I collected data through semi-structured interviews of students at points of their learning across the four year learning cycle of psychodynamic counselling training courses.

Gadamer advanced a philosophical hermeneutics that proposed an interpretation of what he considered to be the apposite process of understanding, which rejected any attempt to found understanding on a method or set of rules, perhaps historically found in the teaching and learning the psychodynamic approach to counselling. This is not ‘...a rejection of the importance of methodological concerns, but rather an insistence on the limited role of method and the priority of understanding as a dialogic, practical, situated activity...’ (Malpas, 2014:2.2).

Rationale for choice of interpretive hermeneutic research method

Understanding the meaning and sense of students' texts of interview transcripts (Back & Gergen, 1963) is central to this research. Folkes-Skinner *et al* (2010), in their research of psychotherapy training, proposed the aspect of an 'insider's view' (Willig, 2001), formed from the researcher's engagement with participants' accounts. It is this 'insider view' of the researcher that roots the findings in hermeneutic phenomenology.

The writings of Gadamer, (2006), from original thinking by the existentialist Heidegger, who, as Stern (1991) commented, offered an hermeneutic philosophy to the interpretivist approach for my research because the intent was '...to clarify the conditions that can lead to understanding...' (Holroyd, 2007:1). In this research I have used the term 'condition' to refer to the hermeneutic circle³² found during interviews, between the student and myself as researcher.

The focus of this research is students' perceptions of what facilitated their learning, from the point in time on the course they have reached, from their world-view. Hermeneutic phenomenology is appropriate for this research because it concerns the situated human being in her world³³.

Interpretation is an advanced psychodynamic skill as well as being critical to the process of understanding in hermeneutic phenomenology. Heidegger (1927) proposed that every encounter between individuals affords the chance of an interpretation, which is influenced by the individual's background and state of 'being'. Polkinghorne (1983) suggested the individual's past experiences have a cumulative effect on individual development and it is this

³² See pages 48 for discussion on Gadamer's hermeneutic circle

³³ Heidegger's focus was on 'Dasein', which is translated 'the situated meaning of a human in the world' (Lavery, 2006)

aggregation that can be seen clearly in the process of reflective interviews of participants in this study. Kyale (1996) posited that hermeneutics has an aim of finding intended meanings which Vygotsky (1987) considered was central to constructivist thinking and therefore fundamental to this study.

As noted above, Gadamer (1975) postulated hermeneutics clarifies the conditions in which understanding first takes place, in that

‘...hermeneutics must start from the position that a person seeking to understand something has a bond to the subject matter that comes into language through the traditionary text and has, or acquires, a connection with the tradition from which it speaks...’ (Gadamer, 1975:295).

In this particular research, what is meant by traditionary texts is the texts of the psychodynamic tradition, both classic and modern, found in the interviewed students’ counselling courses. As further clarification Annells (1996) suggested that a definitive interpretation can never be possible as interpretation is an evolving process. The interpretivist framework of inquiry ‘...supports the ontological perspective of the belief in the existence of not just one reality, but of multiple realities that are constructed and can be altered by the knower...’ (Lavery, 2003:26). Thus there can be no absolute reality (Denzin & Lincoln, 1994). The interviewed students’ realities are their own and as such one reality is not more accurate than another but reliant on the individual’s interpretation of her own experience. Epistemologically, the hermeneutic framework sees a relationship between the knower and the known. Therefore hermeneutic research is interpretive and concentrated on experience. It addresses engagement in the process of self-reflection and recognises that the researcher’s biases and assumptions are accepted as being integral to interpretative processes.

Data analysis involves co-construction of the participants’ meanings as they enter the hermeneutic circle of understanding (Gadamer, 1976; Rose, 2005). Both the researcher and participant worked together to bring life to what was being explored, through the use of imagination, the hermeneutic circle and

attention to both meaning and sense of the language used. Koch (1995) further elaborated this as ‘...hermeneutics invites participants into an ongoing conversation, but does not provide a set methodology. Understanding occurs through a fusion of horizons, which is a dialectic between the pre-understandings of the research process, the interpretive framework and the sources of information...’ (Koch, 1995: 835).

As a result of this hermeneutic process the combination of ‘self-interpreted’ constructions by myself, as researcher, with each participant produced many different realities. This interpretation arose from transcribed texts which, as Allen (1995) emphasised, are core to hermeneutic understanding. It is the fluid interplay between the text and its context, the participants, the researcher and various stages of reflection that enables the interpretations of both meaning and sense (Vygotsky, 1987). Gadamer himself postulated a continuous redeployment of prior ‘...hermeneutical situatedness in terms of the ‘fore-structures’ of understanding...’ (Malpas, 2014: 3.1) allows what is to be interpreted or understood to be grasped in a preliminary fashion. The phrase ‘preliminary fashion’ suggests an unfinishedness which Gadamer termed the ‘anticipation of completeness’. This incompleteness always involves ‘...the revisable presupposition that what is to be understood constitutes something that is understandable, that is, something that is constituted as a coherent, meaningful, whole...’ (Malpas, 2014:3.1).

Central aspects of research interpretation included (as above) ‘...the use of imagination, the hermeneutic circle and attention to language and writing processes...’ (Lavery, 2003: 30). The researcher’s hermeneutic imagination (Smith, 1991) might be understood as reflecting on the way the student interviewee speaks or behaves in the interviews, which might give further appreciation of her world experiences. As the researcher, I was aware of how differently each student used language and I have reflected on both student

meaning and sense of language, including their juxtaposition, throughout the study.

Hermeneutics, as implied above, include the entire framework of the interpretive process, encompassing written, verbal and nonverbal communication (Gorden, 1980). This communicative process is essential for the counsellor to attend to in the therapeutic dyad in psychodynamic counselling and therefore has additional relevance for this research. Rose *et al* (2005) refer to Gadamer's hermeneutic circle, which cannot be closed in the sense that understanding gained from previous experience remains available as pre-understanding when the next experience is encountered. It is through reflection that the '...previous experience informed the next experience...' (Rose *et al*, 2005:451). Thus the reflective interview with student participants was informed by their understandings and experiences contained in the original interview. Rose *et al* (2005) quoting Gadamer (1976), proposed that '...hermeneutical reflection played a fundamental role in psychoanalysis...' and thus psychodynamic counselling, as here a link was made with how '...the unconscious motive did not represent a clear and fully articulable boundary for hermeneutical theory...' (Rose *et al*, 2005: 451). Gadamer illustrated his thinking, stating that psychotherapy could be described as the work of '...completing an interrupted process of education into a full history, a story that can be articulated in language...' (Gadamer, 1976:41). Gadamer himself appeared to have been critical of the concept of reflection because he saw it as part of a process of learning emerging, rather than being the process itself.

The concept that understanding is always contextualised in the background of an individual's prior involvement and therefore personal history, is illuminated by the Gadamerian proposal of 'historically-effected consciousness'. The nature of the historically effected character of understanding, with an awareness of the hermeneutical situation, brings about

a phenomenological concept of 'horizon', or a limit to an individual's 'historically-determined situatedness'. The limit of this situatedness cannot be described as static or invariable as not only is it subject to the effects of history but also '...just as prejudices are themselves brought into question in the process of understanding, so, in the encounter with another, is the horizon of our own understanding susceptible to change...' (Malpas, 2014:3.2). These thoughts help understand the process of counselling from the students' perspective, in that negotiations within clients' relationships of their different horizons are necessary to come to an agreement, which might be termed a 'fusion of horizons'. This fusion is also present in the researcher-student dyad, when coming to an agreement over any particular issue, in the knowledge that a common framework (horizon) will only be achieved '...on integration of what is otherwise unfamiliar, strange or anomalous...' (Malpas, 2014:3.2). The Gadamerian thought applies, of course, that there can never be completeness of agreement, perhaps explained by his proposal that there can be acceptance of what is both familiar and alien provided neither party remains unaffected. This process of continual historical engagement '...is an ongoing one that never achieves any final completion or complete elucidation...as our historical and hermeneutic situation can never be made completely transparent to us...' (Malpas, 2014:3.2).

For Gadamer (1976), hermeneutics are the process of the researcher and participant co-creating reflections which give a greater understanding of the world view of the participant. Indeed hermeneutic research stresses the centrality of self-reflexivity of the parties involved, by way of an ongoing reflection about the experience as well as being aware of the environment in immediacy, actively building ideas and thoughts of the experience and questioning how such arose (Hertz, 1997). This interpretive process continues until the purpose of the study has been reached (Hall & Stevens, 1991), which is achieved when the findings can be understood by insiders and outsiders alike and there is coherence of research conclusions. The interpretations in

this thesis illuminate the participants' world and remain faithful to the students' lived experiences (Beck, 1993). I hope that I have described and discussed the research process and outlined the findings sufficiently transparently to achieve credibility (Lincoln & Guba, 1985).

The interpretive hermeneutic research tradition accepts the limitations of enquiry, that is, as a practical approach, it is impossible to discover all experiences as some remain hidden. In the current study, I was aware that student respondents, in choosing what they share or hold back, were arbiters in this process and my interpretations of what was said and unsaid was made in this knowledge.

The link between constructivism (Butt, 2006) and psychotherapy on the one hand to hermeneutic thinking on the other (Holroyd, 2007), can be understood in terms of the circle of language (Gadamer, 1976), that is closed in dialogue but open to reflection and influence. This understanding is central to the reasons I chose this methodology. Enabling material to emerge from the pre-conscious to conscious is an important outcome of psychodynamic therapy and hermeneutical reflection plays a fundamental role in this process. However, for Gadamer (2006), it is 'tact' that determines how the individual applies thought and feelings to a particular situation, perhaps reminiscent of Freudian superego unconscious behaviour in which the individual fears parental condemnation. He postulated '...human sciences are not just feelings and the unconscious but it at the same time a mode of knowing and a mode of being...' (Gadamer: 2006:15).

The responses of the student, in some way representing her history and course experiences, became opportunities for reflecting on and making connections with previous learning. The way the individual addressed her experience is a result of her historical prejudices and pattern of ways of organising experiences (Stern, 1991; 1997) and thus came to have certain (unconscious)

expectations (Zeddies, 2000). This has resonance with the psychodynamic approach, which placed high value on working in transference, allowing and indeed encouraging the transfer of prejudices and patterns of past coping mechanisms onto the therapist. From a sociocultural constructivist perspective, the student's narrative required both a personal and social dimension. In this context the student reflected on the changes to how 'she is' and how she 'wishes to be' in her interpersonal relationships both with me, as the researcher and to her outside world (Butt, 2006).

Research design

Introduction

The stages of the research involved a number of preliminaries, data gathering analysis and reflections drawing conclusions, as shown in the following flow chart.

After the preliminaries, the pilot study was completed, leading to the main study, which commenced with an initial recorded interview with eight students, two students from each year of the four year counselling training programme.

Interviewing as a research technique

DiCicco-Blum & Crabtree (2006) propose that interviews are perhaps the most often-used stratagems for collecting qualitative data³⁴. Interviews types might be divided into structured, unstructured and semi-structured (Denzim & Lincoln, 1994). Semi-structured interviews, chosen for this study, allow for probing as well as building of rapport (Silverman 2012) or a ‘natural’ encounter (Shuy, 2003) between researcher and interviewee. Harrell & Bradley (2009) suggest that the semi-structured interview is central to qualitative research and applicable to small scale studies, although acknowledging that this method it typically underutilised but has remarkable potential as ‘...it is sufficiently structured to address specific dimensions of your research question whilst also offering space for study participants to offer new meanings of the topic of the study...’ (Galetta, 2012:iii).

The qualitative research interview can contribute to a conceptual and theoretical body of knowledge based on the significances and implications that life experiences mean for the participants (Mishler, 1986). Qualitative research can rely on narratives, which are meaning-making acts. The story the student tells herself and retells others during the interviews about the sources of her experiences, creates its consistency within the context of her life. Her narrative contained within her responses, can reveal her whole world, her view of herself in her relationships, her sense of supremacy or indeed

³⁴ Other collection techniques include life-narratives, participant observation, questionnaires, surveys and focus groups.

inadequacy, her path through life and her endeavours to reach her definition of ideal self. The language she uses and meanings and senses (Vygotsky, 1986; Rose *et al*, 2005) she attributes to present herself not only produces significances but also limits her perception of choices (Jack, 1999). Thus the goal of the interview is to garner rich personal life material for analysis, to generate hypotheses or in the case of this study, to lay foundation for personalised and deep material to emerge as well as for me, the researcher, to get to know the interviewee better.

Generally there might be considered a number of advantages of using interviews for qualitative research. Interviews afford the opportunity for the participants to cooperate and deal with complex and sensitive topics in an open manner. All students interviewed cooperated fully in this process. Interviews increase an ability for accurate sampling by the researcher, who can use skills to maximise chances that information collected is focussed as well as with wide parameters. The opportunity is provided for both visual and audio material to be presented to the informant and return interviews can be made more easily to check information (*c.f.* reflective interviews in this study). Interviews allow greater in-depth exploration of issues allowing the respondent the chance to get deeply 'into' the topic, thus facilitating recall of information allowing serendipitous material to emerge (Rath, 2008). The researcher and responder can introduce sensitive questions at appropriate points in the interview and the informants are likely to give more time to an interviewer (McLeod, 2013).

Disadvantages of the interview method for collecting data could include an increased cost in terms of time and travel as well the influence of the researcher's personality, gender or other personal traits on the informant's answers to questions. The face-to-face interview necessarily involves a lack of anonymity and therefore the 'purity' of the data collected could be challenged, although as analysis shows, the interviews do offer the opportunity for the researcher to work in transference. There is also the risk that poorly trained

interviewers might omit questions, mis-record answers or, in the worst case, fabricate results. In the case where interviews are recorded and transcribed (as in this study), this process with analysis can also be very time consuming (Agar, 1980; Lapadat and Lindsay, 1999).

Research journal

Throughout the research I kept contemporaneous field notes reflecting my thoughts, emotions and reflections as I moved through each stage of the research. The purpose of the journal was to collate these contemporaneous notes and to acknowledge, record and contain my emotions. Historically, if diaries or journals are mentioned at all, they are discussed as supplementing in-depth interviews and are used by researchers to organise field notes (Kaun, 2010). I used contemporaneous notes as they had the potential to give me much more space for reasoning and reflection to develop the students' narratives in this research.

The person of the researcher: reflexivity

I am aware of the importance of researcher reflexivity to this research together with ethical issues implicit in conducting research in universities in which I am employed. I include researcher countertransference as an example of reflexivity in that my own thoughts and emotions play a substantial part in my reflections and findings.

Acknowledgement of the centrality of self-reflexivity of the parties involved in this research, including myself as the researcher, assumes a knowledge of what it means to be a reflexive researcher. What this means is that the researcher, as a person, is a main research instrument (McLeod, 2014). It is therefore essential for qualitative researchers, such as myself, to reflect on the personal meaning of their involvement in their data collection, analysis and interpretation throughout the study.

Reflexivity is a skill that counsellors can develop, which involves noticing their own responses to particular situations and that they ‘...use that knowledge to inform their actions, communications and understandings...’ (Etherington, 2004:19). Apart from these definitions offered by Etherington (2004) and McLeod (2014), other definitions exist for reflexivity including Lynch (2000), who in a critique of reflexivity usage in research ‘Against Reflexivity’, lists five types of reflexivity. The first is ‘mechanical’, which is descriptive of a recursive process involving feedback, through an ongoing series of actions and responses or other adjustments in the system. Lynch (2000) claims this can be never-ending or ‘...an infinite regress of reflections upon reflections...’ (*ibid*, 2000:28). The second is ‘substantive’, describing a fundamental property of communicative interaction. It includes systemic reflexivity on a large historical and cultural stage as well as the idea that humans construct social orders in which they are intrinsically self-reflexive. The third is ‘methodological’ including philosophical self-reflection, self-consciousness, self-criticism and self-congratulation. The fourth is ‘meta-theoretical’ involving ‘stepping-back’ from full engagement and developing an individually detached perspective and being objectivistic, re-evaluating accepted norms. This might involve creating an individual standpoint which could serve to strengthen rather than undermine the sociology of knowledge. Lastly, Lynch (2000) proposes ‘interpretative’ reflexivity, imagining or identifying non-obvious alternatives to traditional ways of acting and thinking. It is the making sense of what texts can mean that informs the temporal effort of what it does mean within the individual’s historical and societal influences.

I have employed four of five of the reflexive processes discussed above. This research has used elements of the first reflexive process [recursive] in that the second interview was structured as reflecting on the first interview involving feedback from both student and researcher. Components from the third and fourth processes were also used in that the subjective nature of the research

enabled both self-critique and philosophical self-reflection as well as an ability to step back from continued full engagement, creating the opportunity of assessing the researcher's standpoint. A focus of the research is interpretative reflexivity (fifth process) in which parallel thoughts and alternative ways of thinking are key to many researcher reflections.

Whatever the definition used, there is agreement that all have an underpinning belief that

‘...there appears to be a clear perception among methodological researchers that the purpose of reflexivity, at least in part, is to enhance the credibility of the findings by accounting for researcher values, beliefs, knowledge, and biases...the relevant methodological literature indicates that reflexivity appears to involve accounting for oneself in the research...’ (Cutcliffe, 2003:137)

The case for inclusion of myself as a reflexive researcher maintains that unless I acknowledged my own emotions and experiences, not only will I be left vulnerable to pain caused by my own unresolved issues, but also my understandings ‘...of the social world will remain impoverished ...’ (Hubberd *et al*, 2000:119). For example, the way ‘I am’³⁵ in the researcher-participant relationship was a constant issue in my role as the researcher. I am aware that, coming from the background that I do, not only did I, at interview, model counselling skills (Wynne & McAnaney, 2009) to encourage the students but also I applied throughout interviews, both consciously and unconsciously, elements of the counsellor-client relationship that I have integrated and ingrained through my experience and belief that clients benefit from appropriate degrees of ‘tough care’ and ‘shared care’ (Lynch, 1992). This is perhaps best illustrated by research findings of expectations voiced by clients ‘...you want a therapist to be tough and gentle, who wasn't afraid to deal with difficult stuff, but would be aware of when it was becoming too much...’ (Morris, 2005:44). This is how ‘I am’ as the researcher, being supportive and

³⁵ The highlighted phrases ‘I am’, ‘she is’, ‘to be’ and others have particular psychodynamic significance, in this research, because of the Freudian concepts of Id, Ego and Superego.

also appropriately challenging. The way ‘I am’ is informed by my belief that individuals are intrinsically good, although I might dislike some of the deeds they have done, which helped any possible negative countertransferential feelings engendered in the relationship. I have spent much time reflecting on how I am in the researcher-participant dyad which has been an important part of reflections in my research journal, kept throughout this research.

How I chose to research has to influence how I represented my research findings (Harrison, *et al*, 2001). I was aware that reflexivity is accepted as being credible within counselling research by many researchers (Grafanaki, 1996; McLeod, 1998, 2001; Cooper, 2008) as reflexive methodologies seem to be ‘...close to the hearts and minds of [counselling] practitioners who value using themselves in all areas of their practices [including research] and who also value transparency in relationships...’ (Etherington, 2004:48). Furthermore, Romanyshyn (2010) proposed that the construction of an ethical epistemology must take into account ‘...the unconscious dynamic relations between a researcher and his work...’ (*ibid*, 2010:275), not least because Freud’s introduction of the unconscious into psychology and psychotherapy has become mainstream and generally accepted. It is perhaps because of this that a ‘...radical shift had taken place with regard to our ethical obligation to take responsibility for its presence in and effects on our ways of living, loving and working in the world...’ (*ibid*, 2010:276).

My own emotional and behavioural responses informed the research dynamic when exposed to reflexive thoughts (Holmes, 2014). I believe how I projected my substantial personal interest in the research and its outcome encouraged the interviewees in this qualitative research to engage in an intense exploration of personal experience (McLeod, 2013) that might not have been the case had I represented a less intersubjective and interpersonal stance.

I kept reflexive contemporaneous notes of not only events themselves but also my feelings and emotions describing the part I played in the process of participating in the interviews and reflective sessions. I mused on the significance of my role as researcher and wondered how my subjectivity and personal lens might be used for the benefit of the research, understanding all the time how the student might have changed her thoughts in reaction to me, the way 'I am' and my perceived values.

Critique of reflexivity

In critique, reflexivity also has potential drawbacks. The risk of excessive self-analysis and self-disclosure assuming primacy over the focus of the research participant and developing understanding of students' perceptions, cannot be ignored (Finlay, 2013). I am aware of the need to be careful to balance my own thoughts established from countertransference and experience with the prevalence of students' own ideas and I acknowledge that my lens has been used to bring original findings to this research. Additionally I am aware there are claims that qualitative research lacks rigour and thus validity (Koch & Harrington, 1998), which has led to many challenges by researchers to establish and intensify the credibility of qualitative research findings. As part of this process, an extensive debate about the presence of researcher subjectivity and the concept of reflexivity has emerged (Buckner, 2014). In response to this critique, I have attempted transparency in all I have done in this research, how I have done it and the basis on which I make my claims in the research. Additionally the selection of data sources is as comprehensive as has been possible.

I am left with the knowledge that, when I used two-paradigm lenses through which to view and analyse data, I have used myself reflexively and my own nature and nurture played a substantial part in how 'I was' as a researcher. I believe this enriched the qualitative findings of the research as well as the experiences of the students I interviewed. I have used myself reflexively,

applying my thoughts based on my experiences. I mused on the significance of my role as researcher and interviewer and noted how my subjectivity played an important part in the research, understanding all the time how the student interviewed might have changed her thoughts in reaction to me as the researcher interviewer and my perceived values.

By being reflexive, I was highly available to students, which, I believe enriched the qualitative findings of the research as well as the experiences of the student participants.

Countertransference

Research (Holmes, 2014) suggests that the countertransference phenomenon in research is best understood as ‘...inchoate feeling-state responses...’ (Cartwright, 2004: 226) by the researcher, rather than the strictly clinical conception and definition of ‘countertransference’ engendered from clients’ transferences. The focus is on how researcher’s feelings might have been intersubjectively created in the research context, between participants and researcher, that has bearing on this study.

I brought to the study a background in psychotherapeutic and psychoanalytic theory and a specific interest in psychodynamic thinking. This permitted in me a psychodynamic form of reflexivity during the data analysis in the study, which involved understanding issues enacted by the phenomenon of countertransference as well as reflections on self as researcher. I understood the need to let my countertransferential feelings, engendered during student interviews and subsequent reflections, inform me of student transferences, especially when they shared familial stories, as well as reflecting on learning processes. My inchoate feelings (Cartwright, 2004) were expressed as responses based on my subjectivity as seen through the lens of my own experiences and the person ‘I am’ in my role of researcher. In the final chapter I outline some examples of my countertransferential feelings and how I

employed these throughout the course of the study, including my reflections of students' own words (see page 307). The above reflections are contained in my reflexive contemporaneous notes of not only events themselves but also my feelings and emotions describing the part I played in the process of participating in the interviews and reflective sessions.

Rationale for choice of NVivo software for qualitative data analysis

I analysed the students' transcripts, using NVivo coding software, to see what codes and themes emerged (Asensio, 2000).

NVivo '...is designed for researchers who wish to display and develop rich data in dynamic documents...' (Richards, 2002: 199). It is highly regarded as a useful software analysis tool by a number of writers in the fields of counselling research (McLeod, 1999). It enables rigorous searching of the whole data set (Welsh, 2002) as well as enabling phenomenographic analysis, the outcome of which is, as Asensio (2000) proposes '...is a set of categories of description which describe the *variation* [author emphasis] in experiences of phenomena in ways that they were allowed to deepen their understanding on students' learning...' (Asensio, 2000:19).

From a researcher's perspective NVivo increases the speed and flexibility in coding, retrieving and linking data (Ozkan, 2004) and analysis both of different types and different complexities (Rich & Patashnick, 2002). NVivo software can handle the requirements of a holistic approach, which has a strategy of 'reflective-interpretive' or hermeneutic approach of qualitative methodology (Ozkan, 2004).

With the above consideration in mind, NVivo fitted well the qualitative analysis required for the research study (Eisner, 1998); it has functions that can clearly code data while also leaving information intact, for my need to keep an overview perspective; the coding offers multiple opportunities for

‘cross-node’ analysis and development of lateral thinking; it provides for general rigour ensuring no data is omitted or repeated when assigning nodes or codes. I utilised the software package in great depth, especially when I wanted to look at any data in more detail or when a discrepancy or contradiction became apparent.

Criteria for inclusion of student interviewees

In order to understand the facilitating factors that students found encouraged their learning over the period of their study, I sought to recruit students at points (Kankkunen, 2001) in the course of their studies (in private correspondence Kankkunen (2014) suggests points are highly significant). As an in-depth study the numbers were necessarily limited.

The aim of this hermeneutic phenomenological research was to select participants who have living experience of counselling courses, which is the focus of study and who were willing and able to talk about such experiences in an open and genuine manner. The other criterion sought is that they were at different stages of counselling training, which could enable rich and unique stories of the particular experience (Polkinghorne, 1983) to emerge.

Table 2 below summarises the criteria used for selection of students:

Table 2: Criteria for Selection of Participants for Research

Criterion
Studying on a psychodynamic counselling course
From each of Years 1, 2, 3 and 4
Interested in furthering knowledge about counselling training
Willing to engage in research as active participants and co-enquirers

My pilot study experience suggested a considerable amount of data would be generated from each interview and my decision to involve eight student participants was made on this basis as I did not want the data to become unwieldy.

Selection of students for the research by a randomised process

It was necessary to select two sets of students for the research, one set for the pilot study and one set for the main study. Selection for each set was on a random basis. For the pilot study I recruited two students. For the main study I recruited eight students, two from each of the four years of the duration of the psychodynamic counselling course.

Selection of students for the pilot study

The process of selection of the students for the pilot study started with my approach to four gatekeepers, from each of the two universities at which I tutor, for permission of access with a request for the cohort tutor to ask any student interested in the research to contact me. Seven students replied positively by email and I sent all a letter of invitation (see Appendix 6, page 355) including a consent to participate section. When these had been received back from the students, I picked randomly two students for the pilot study. These turned out to be from Years 2 and 4.

Recruitment of volunteers for the main study

For the main study I approached five gatekeepers for permission of access, again from the two universities at which I tutor and all consented. Three of the gatekeepers agreed to ask for volunteers and the other two requested I talk to their cohorts about my research. As a result of these processes a total of fifteen students volunteered to participate in the main study of the research and I sent all the letter of invitation including consent form (see Appendix 6, page 355). When all letters had been returned to me, I divided them into years of study and selected at random two from each of the four years. Both pilot study students were selected ('of the hat') randomly for a second time so were re-interviewed in the main study. These eight students then became the subjects of and participants in the research. All participants studied on

training programmes at universities, where I worked as a tutor, on psychodynamic counselling training courses but none of them had previous knowledge of me as a tutor.

I was open and transparent with all applicant students that they might not be selected for the study. Once I made the choice, I invited the respective students to participate and built a 'waiting list' of those interested but not selected.

At the time of interviews, the eight students in the two universities comprised a pair of students studying a course with the same curriculum from different cohorts of each of the four years, producing a snapshot in time (Kankkunen, 2001) of factors they consider facilitated their learning at that point in their study.

The pair of students in the pilot studied at different universities. The pair of students from Year 1 studied at the first university, each of the two students from Year 2 and each from Year 3 studied at different universities and the pair from Year 4 studied at the second university. The students varied in ages from late twenties to late fifties. In this group, there were participants from BME³⁶ groups as well as white and also were diverse in their geographical and social backgrounds (Youngreen, 2010). All students identified themselves very clearly as wanting to work in the counselling profession, with a background of interest in caring, health life sciences and volunteering assistance in the charity sector. Some students were qualified in other disciplines, working full time as professionals.

³⁶ Black and minority ethnic

Students from my university

In this section I discuss ethical issues related to the selection of students from universities at which I tutor.

For a variety of reasons, discussed below, related to ethical concerns, I did not approach or interview any students with whom I worked in any way in my role as tutor. I have had no other contact with the students interviewed nor have I come across them in the large university departments in which I work. I did not recruit the students to study, tutor them, supervise them or facilitate them in group work. Nor did I assess their progress through summative or formative evaluation. Subsequent to the completion of data collection and analysis, one of the pilot study students joined a class I was tutoring for one session in the absence of her course tutor. I dealt with this by acknowledging a previous relationship with this student and containing the cohort's anxieties by working with psychodynamic concepts of fantasy and favoured child [Adler, birth order] (Abadzi, 2004; Osborne *et al*, 2004).

A main reason for taking the decision not to interview my own students was the risk of potentially placing student interviewees in a vulnerable position with regard to disclosing information that might have some relevance in their studies. I have not interviewed my 'own' students (who knew me as a tutor), as this would have created a dual relationship within an asymmetrical power relationship. This in turn risked both [a] bias due to participant deference and [b] exploitation (Elliott, 2014)³⁷. This common-sense position can be backed up by ethical argumentation and reference to BACP's ethical codes of professional and research practice.

It is for these reasons that the ethical stance of not interviewing students, who

³⁷ I am indebted to Professor Robert Elliott of the Counselling Unit, School of Psychological Sciences and Health, University of Strathclyde, Room 507, Graham Hills Building, 40 George Street, Glasgow, G1 1QE for his reflections contained in private correspondence.

have direct experience of me as a tutor, was taken. This decision is informed by the principles of ‘autonomy’ and ‘beneficence’ enshrined in the Ethical Framework (BACP, 2002) in which the individual’s right to be self-governing is respected and there is a commitment to act in the individual’s best interest. The decision was also taken in light of reflections about avoidance of dual roles and crossed boundaries (BACP, 2004), addressed throughout the thesis and the contradictions and dilemmas such could provide for students.

The Pilot Study

In order to undertake the PhD research, I first conducted a pilot study, which was designed to test the tools and techniques for data collection and the framework of analysis for the main research.

Method

For the two preliminary interviews of the pilot study, I derived the areas of questioning from two sources. Firstly from the selected literature review, in particular Smith’s (2006) postulations on learning preferences supported by Struyven *et al*, (2008) who emphasised the importance of heeding students’ views when designing courses. Discourses about different learning methods (Kolb, 1984; Bodrova & Leong, 2001; Tynjälä *et al*, 2003) also informed me as well as the literature on constructivist theories of learning, particularly Vygotsky (1962, 1978) and the encouragement of student autonomy (Menon, 2002; Reeve *et al*, 2004; Reeve & Jang, 2006; Könings *et al*, 2008). Seeking motivation had strong attachment application and here the writings of Bowlby (1988), Erikson (1980) and Holmes (2014) were particularly influential.

The second area I drew on was what seemed to me to be salient to students’ learning from my previous experiences as a tutor on psychodynamic courses. I was aware my relationship with the students had some bearing on students’ learning but was unsure to what extent. I understood there were

inherent power imbalances within the tutor-student relationship, which were in some ways mitigated by similarities of culture, age and language but I was uncertain of the adjustments students needed to make to benefit from me modelling and teaching the psychodynamic approach to counselling.

Following the initial interview I carried out reflective interviews. For these I included further semi-structured questions based mainly on the earlier interview transcripts and also the literature review, in particular thoughts about change and repetition of past behaviours (Freud, 1922, 1949), the cycle of self-sabotage (Rosner & Hermes, 2010) and principally how this affects personal development (Vygotsky, 1978; Robins, 2001; Menon, 2002; Segers *et al*, 2008; McAdams & Olson, 2010).

The interviews lasted for about one hour each. I transcribed the interviews and sent them to the relevant student for member check as I wanted to confirm the accuracy of the content and the student's intention. I then held follow-up interviews, with each student reflecting on her previous interview as well as probing for additional material, also lasting for about one hour each. Both pilot study students confirmed the accuracy of the transcriptions and made no amendments. Interview data from the original and reflective interviews was analysed using NVivo software (Tesch, 1990) [see above], which produced main themes. Detailed thematic analysis was completed as a result of researcher reflections.

Results of pilot study

A full account of the outcomes of the pilot study is summarised below and implications for the main study are drawn out.

Overview of outcome of pilot study interviews

As a result of questions asked at the initial pilot study interviews, the following four themes emerged, as Table 3 below.

Table 3: Themes and focus of pilot study interview discussions

	Theme	Focus
1	Learning experience	Recent and previous activities and areas of learning
2	Learning preference	Perceptions of preferred modes of learning
3	Tutor relationship	The importance of the tutor to learning beyond simply providing factual information
4	Feedback	The importance of critical feedback to learning

The first theme to emerge was generally described as the student's learning experience on the course, with a focus on what she had been learning recently and particularly the theories that resonated with her. The second theme was based around the way the student preferred to learn and how she interacted with the delivery styles and methods used by the tutor, with experiential method being particularly valued. The third theme of the relationship with the tutor emerged as being significant and there was understanding by the students that this encompassed more than passing-on information although this element was also considered relevant. The last substantial theme to emerge was the essential nature of receiving feedback from the tutor on the student's progress as an encouraging factor.

Of paramount importance the student's was her learning experience and how this deepened over the psychodynamic training course, which is reflected by the snapshots over time (Kankkunen, 2001) of participants' interviewed. Students' perception of quality of functioning in a training group (Van Berkel & Schmidt, 2000) might be enhanced by social interaction (Bull & McCalla, 2002), different types of teaching strategies (Entwistle, 1988) as well as the opportunity for the more mature approach of adult students to understand their own responsibility in the provision of a positive learning experience. All these factors emerged as pertinent in the course of the research.

Students' learning preferences might be understood as containing reflection (Smith, 2006), a core skill in psychodynamic training. The tutor will work towards a best understanding of how each student prefers to learn about being reflective, whether this is by prescriptive or didactic teaching, experiential

learning in which the student constructs her knowledge, theoretical learning in which the student has the opportunity to connect theory to practice, or a combination depending on the tutor's motivational style (Reeve and Jang, 2006).

Relationship with the tutor, if this is 'right' for the student, will indeed help provide the sought positive learning experience. This might be an open and close relationship in which the tutor can assume many different functions involving support and challenge (Kerry & Tollitt-Evans, 1992; Wheeler & Birtle, 1993) or an increased distant relationship somehow mirroring the more neutral stance of a psychoanalytic practitioner (Könings *et al*, 2008).

The giving and receiving of feedback assumes importance as not only is this a guide to students' understanding of their progress but also is a skill taught on psychodynamic counselling courses. (Menon, 2002) suggests that students' perceptions on the quality of teaching and their learning experiences further contributes to the development of Higher Education

Summary of outcomes of reflective interview (Year 2)

The main themes that emerged from the pilot study second interviews have been listed in Tables 4 and 5 below, in the order in which they were presented by each student. These themes helped me to construct the list of questions and thoughts for the main study.

Table 4: Pilot Study, Main Themes (Year 2)

Year 2 student
<ul style="list-style-type: none"> • Importance of theory • Relationship with tutor • Tutor's encouragement • Experiential learning • Number of peers in group • Size of room • Assignments • Personal tutorials • Feedback from tutor • Succeed with assignments • Private life • Tutor confidence and knowledge • Personal development • Trust (in tutor and self) • Difficulty judging tutor

These themes included the importance the Year 2 students placed in theoretical learning as well as how the relationship with the tutor encouraged learning on the course. Experiential learning was volunteered as being preferred to didactic teaching while external factors [number of peers in group (Gibbs, et al, 1996) and room size] was reported by this student as influencing her experience. The student commented that she relied on personal tutorials and feedback from the tutor as being important in passing assignments set. There was acknowledgement from the Year 2 student that her private life influenced her learning. She placed much reliance on the tutor's ability to model how 'to be' as a counsellor, which enabled her to build trust in the tutor and thus herself. This student volunteered that she had difficulty in being able to judge the tutor's performance.

Summary of outcomes of reflective interviews (Year 4)

The themes listed in Table 5 below are those which emerged as a result of analysis of students' second interview scripts, from the student studying in Year 4:

Table 5: Pilot Study, Main Themes (Year 4)

Year 4 student
<ul style="list-style-type: none"> • Personal problems • Personal development • Succeed with assignments • Commitment • Pressure of work • Placement counselling • Tutor listening • Assertiveness • Personal life • Change of tutor • Parental role of tutor [pleasing tutor] • Being autonomous • Closeness of tutor • Understanding theories • Reflecting on work • Intellectually stimulated • Self-esteem • Importance of classroom discussion • Number of peers

The Year 4 student was able to reflect how her learning had been influenced by personal problems in her family life and hence personal development. She stated it was important for her to succeed with assignments and she had a high commitment to study despite the course providing an increased pressure of work. Her experience of working with clients featured for her at this time in her study and she learned from the tutor modelling listening skills.

As she built assertiveness she was able to reflect differently on her personal life. She reflected on how a change of tutor had affected her learning and understood the parallel between pleasing the parent and tutor, whom she saw in the parental role. She recognised her development towards autonomous learning while still appreciating that the closeness of her relationship with her tutor facilitated her learning. When reflecting on theories and work on the course she stated she was intellectually stimulated with an increase of self-esteem. Finally she stated how classroom discussions with peers, as well the number within the cohort, facilitated her learning.

Implications of the pilot study findings for the main study

There are a number of lessons learned from the pilot study which are taken forward to the main research, amongst which the following points emerged as foci. Firstly, as interviewer, I had decided I needed to be clear and focussed with my interventions but let material flow and emerge in a natural way, without any expectation of order. The dialogic approach seemed successful in helping the two students to relax, which encouraged them to talk freely. I had prepared a list of general questions and prompts but I found all my points were covered among the many other topics the students addressed. For the main research I continued to use a semi-structured approach with pre-specified lists of questions (see Appendix 4, page 350), based on the themes emerging from the pilot study, the literature review and my experiences as a tutor of areas identified by the students in the past. Secondly, I had decided to hold the four pilot study interviews on different days to prevent interviewer tiredness and I took heed to interview no more than one student per day. Thirdly, having sought and gained the students' permission to record the interviews, I decided to maintain a back-up system for recording, which I found relieved my anxiety. Fourthly, at the analysis stage, I found the use of NVivo software³⁸ was especially beneficial as analysis into conceptual trees helped to define separate themes that students found facilitated their learning. I wanted to keep a focus on the main themes and not develop too many sub-themes that might detract from what the students meant in context, that is what might constrain the understanding of their learning as situated within the context of the course. When undertaking the thematic analysis, it was important to let my reflections and observations flow in a natural way and add references later.

³⁸ See page 65 explaining the rationale underpinning use of NVivo software

Fifthly, I elected to send drafts for member checks at all stages as this confirmed both the accuracy of content as well as intent, that is what the students had meant to say. This is part of an iterative process involving the sharing by the student and researcher intermentally followed by student reflection on the intramental plane (Vygotsky, 1931) as well as being is descriptive of the hermeneutic circle of understanding (Gadamer, 1976; Rose, 2005) in which reflection plays a seminal part. Sixthly, when working with supervisors my experience was that, for best results, to be prepared to draft work many times to them and not be defensive about critique. Finally, when reflecting on my commitment, I decided to keep in mind the final objective of adding to knowledge in my field of activity, as encouragement to complete the research.

Keeping the above points in mind I set out to ensure that the main study was structured and comprehensive in its goal to find out students' perceptions (Stones, 1987) of the main facilitating factors important to their learning. The pilot study indicated that the tools used, dialogic approach with semi-structured interviews, reflections and data analysis, provided useful resources for the main study and that the proposed main study would be feasible.

The Main Study

Research Method

Interview process

The initial digitally taped interviews were between one and a half and two hours long and were semi-structured, in that I used a predetermined opening question to produce a focus and a number of subsequent interventions, which changed for each individual according to her response. During this first

interview, all participants indicated they would agree to attend a second reflective interview, in about four weeks' time in the future. I did not know any of the students before I began my research, nor have I had any further contact with them other than for purposes of this research.

I then carried out a full transcription of each interview and sent it to the student for a member check. After allowing time for the participants to read and reflect on the transcribed material, another meeting was arranged, which took the form of a digitally recorded informal and wide ranging discussion of issues arising from the initial interviews. I did not have any preconceptions about the duration of these reflective interviews, but in the event these lasted between sixty and ninety minutes each. These discussions were also transcribed and then again returned to the participants for member checks.

All students agreed that transcriptions fairly represented what they said and the sense and meaning they attributed to their responses, were transcribed and represented correctly. One student asked for two minor amendments to be made for clarification. Again I transcribed the interview and sent it to the student for a member check. All confirmed the accuracy of the transcriptions.

Content of interviews and rationale

The interview questions focused on the areas shown in Table 6 below, which is followed by a brief rationale for the inclusion of each theme. The rationale for including these foci emanated principally from the pilot study as well as the literature review. Additionally, to a lesser extent, I drew on my sense as an educator from what students had identified in the past as pivotal factors that facilitated their learning.

Table 6: Focus of Interview Questions

Focus	
1a	The most significant factor that helped learning, personally
1b	The preferred learning style
1c	The changes made as a result of studying on the course
1d	The ability to be reflective
1e	The awareness of autonomy and responsibility in learning
1f	The importance of difference and diversity
2	The factors that were helpful and unhelpful in learning
3a	The importance of tutor and peer feedback
3b	The importance of classroom discussion
3c	The importance of experiential learning
3d	The effect of dual roles on learning
3e	The use of Information Technology on the course
3f	The part social interaction and familial relationships plays in learning
4	The main motivation for learning including facilitating factors that enabled learning

In particular the first area focussed on the students personally and included preferences for the way of learning, personal changes as a result of studying on the course, ability to be reflective, awareness of autonomy in and responsibility for learning, motivation, self-esteem, awareness of difference and diversity. The second area was students' thoughts about the course in general, what was helpful and unhelpful to learning.

The third area covered some general points including the importance of feedback. Tutoring the counselling skill of giving and receiving feedback (Eppler & Harju, 1997), had, on every course I have tutored, substantially contributed to the student's development as a counsellor. Receiving feedback (by the student) has also been highlighted in the selected literature review as enabling language acquisition (a factor of the student 'finding her voice'), which might be described as constructivist development building its representations as it learned (Quartz, 1999). This construction of learning is encouraged by tutor feedback concerning student performance. Students' abilities to learn to use this skill, with both peer students and clients, have historically been reported as milestones in their training on psychodynamic courses, which I believe, also made the case for inclusion in this research.

Other themes included classroom discussions with peers and tutor (Bell & Mladenovic, 2008). The theme of holding classroom discussions (particularly highlighted during the pilot study interviews) offered opportunities for students to exchange ideas and to seek clarification from the tutor, all on the interpersonal plane. In the classroom, students' perceptions of their progression (Ramsden, 2003; Frick *et al*, 2007) is validated by tutor feedback (Androutsopoulou, 2001).

Experiential learning has been reflected on throughout the study as the favoured method of learning, as reported by students. The theme of 'dual roles' in learning has significance in this study. The threats and challenges to students' learning provided by the dual roles, as highlighted in the literature review, of researcher, tutor and therapist, seemed important to address. Additionally, the literature research above illustrates how the student has a dual role on psychodynamic counselling courses and in education in the wider sense (Bereiter, 1994). Firstly to facilitate the growing appropriation to self of the cultural artefacts associated with psychodynamic counselling learning and practice and secondly to gain a sense of where she is in comparison, where she fitted in and thus contributed to her identity as a student counsellor.

Further, Information Technology (IT) was included because it is a comparatively new resource and medium in counselling training, although its uses have increased. Course websites have become popular with both universities in which I tutor and students used these for downloading resources as well as uploading assessment submissions. Access to the Internet is freely provided to the students by the universities and there seemed to be an increasing interest in note-taking and assignment preparation on personal computers and other electronic platforms. Research (Stokols, 2009) highlights the effect rapid communication has on learning and how family and other relationships develop as a result of this.

The importance of students' social interaction and the influence of familial relationships to students' learning was included because it was a feature of the pilot study as well as suggested by the literature research (particularly the attachment theories originated by Bowlby). The effect of family life on learning and *vice versa* is a theme suggested by the postulations of Bowlby (1971) and his followers in their discussion of attachment theories. My knowledge of the significance of these theories to students understanding some of their own developmental issues, supported the inclusion of this theme, which has been returned to many times throughout this thesis. As a sub-theme, peer social interaction (Bull & McCalla, 2002) draws heavily on Bowlby's ideas.

Lastly, as a concluding summary, I returned to the area of general motivating factors that facilitated learning. I allowed all interviews to flow and followed the lead from the students. All questions were offered tentatively as prompts for students to relate their narratives idiosyncratically. The order of the questions was not maintained strictly as they were covered within the general discussion; however I ensured that each question was asked. Questions have been listed in Appendix 4 (see page 350).

Thematic analysis

I carried out thematic analyses from transcribed interviewed texts of the two students in the pilot study, using NVivo software to sort material into nodes, sub-themes and themes. This enabled me to consider the texts holistically, understanding how the different elements linked into each other as well as maintaining an overall view of where each theme fitted into the general picture. I read and re-read the interview transcriptions and sorted responses in overall themes.

I then looked at each theme to see where there was overlap or repetition which was helped by creating nodes. I created cross-nodes to review the linkages

that there might be between themes. From this initial analysis I grouped all similar material together and produced my final analysis. Use of this software enabled themes to emerge and I comment on both content on the themes and their inter-relationship in the perceptions of the students.

Ethical considerations

This research is informed by the Ethical Framework of BACP (2002) and BACP Ethical Guidelines for Researching Counselling and Psychotherapy (2004) and approach to research and ethics is based on confidentiality and maintaining boundaries between participants, as well as containment of students' anxieties. Such principles were applied to the research without exception; particular attention was given to issues of trustworthiness. I was further informed by BERA Ethical Guidelines for Educational Research (2011) to which I subscribe, which included ensuring that the data was suitably stored and archived and that attention was paid to issues of confidentiality. I was mindful that facilitating factors reported by students might be influenced by the degree of trust in the interviewer and thus it was important to be explicit and transparent about the use of material garnered and the limits of confidentiality (BACP, 2002).

I sent all participants a letter (see Appendix 6, page 355), which clearly laid out the subject of my research, advising the then current title and confirming the accreditation body. This letter invited each student to participate and confirmed confidentiality to the research. I obtained consent from all participants utilising forms specifically designed for such purpose (see Appendix 7, page 357).

I retained one hard copy of all material including transcribed material, which I have kept in designated files in a locked cupboard. I retained electronic working copies of files on my computers with master file backup, all of which have been protected by passwords, which files I duly deleted.

I was aware of general basic ethical practices (Robson 1993), which included involving people with their knowledge and consent, not coercing them or deceptively persuading them to participate and being prepared to share the true nature of the research. I was determined not to violate rights of self-determination (Deci & Ryan, 1985; Ryan & Deci 2000, 2002), or expose participants to physical or mental stress, not invading privacy and treating all participants with equality, consideration and respect.

I was informed by Jenkins (1997) and Bond (2000) to give careful consideration to any risks arising from the research concerning integrity of the work undertaken. I have continued to ensure adequate protection of personally-sensitive information about identifiable individuals and given careful consideration to best contemporary practice and legal requirements concerning data-protection. I honoured any promises about confidentiality, especially those made to participant students and took adequate account of the vulnerabilities of participants in research design and implementation.

I undertook thorough consultation with supervisors and the university's ethics committee before the research commenced and for its duration. I monitored how my roles of researcher, tutor and therapist were extant, although distinct and contained and, when appropriate, addressed this in any reports of the research process and outcomes. I remained aware of my researcher's lens and the strengths subjectivity brought to this investigation, which also validated the opinions of others. I attempted to address these points in the questions posed and the language used.

I sought conditions for undertaking the research that were compatible with self-respect, as set out in the Ethical Framework (BACP, 2002), the BACP Ethical Guidelines for Researching Counselling and Psychotherapy (2004) and Ethical Guidelines for Educational Research (BERA, 2011). I have attempted to ensure continuous improvement and the reduction of

unjustifiable variations in the conduct of research within the defined fields of activity.

I remained very aware that establishing a research relationship with peer tutors might have been problematic (Colvin, 2007), not least my ability to convince my peers of my reasons for undertaking this research and there might have been some reservations in their agreement to provide requested data. I covered this issue with the tutors at the point of requesting gatekeeper access to their student cohorts. There was also the issue of the possible influence on the students and their responses of my relationship with their tutor. I discussed this with each student informing her that the interviews held and subsequent transcripts would be confidential to the research and would not be shared with her tutor. I absolutely adhered to this throughout every stage of the research. However I cannot be sure that responses during interview were not influenced by a perceived imagined relationship of me as researcher and the student's course tutor.

I might have had problems in accessing data information held by universities, which could consider such information to be confidential but in the eventuality both universities agreed, without reservation, to my requests for data information.

There was the ethical issue of not using all the students who had volunteered to be interviewed. I believe it was concordant with my ethical position that I fully explained I would be selecting at random students who met the research criteria and discussed with all applicants the possibility they might not be selected for participation. All volunteers understood this and were happy for their names to be put forward. Whilst I believe I took every step possible to mitigate possible student disappointment, I cannot be sure that those not selected might have imagined perceived rejection difficult.

Further ethical concerns

Ethical issues I considered further, included potential identification of respondents even though anonymity was assured from the onset. I made a point of informing the participants of the confidential nature of the research so they could be confident of anonymity. It was possible, that with the psychodynamic counselling training field being relatively small and a limited sample being used within the profession, that identities could be deduced by people who knew the respondents. There was also the likelihood that peer tutors could read the thesis or research articles arising from the thesis and identified the respondents if certain issues were mentioned. This could have caused repercussions for the universities' staff and my relationships with them (Colvin, 2007). I acknowledge that students could read about themselves and their behaviour in interview and feel offended by the comments and interpretations.

I was aware that the students might see my peer relationship with their tutor as an opportunity taken by me to discuss and repeat what was said at any of the interview meetings or indeed that their tutors might ask me about the content of their interviews. The students' fantasies might extend to my sharing sensitive material they had disclosed or in some way reporting back to their tutor perceived criticism or other negative comment (Gregor & Smith, 2009). Mindful of this possible anxiety, I was absolutely conscientious in sharing nothing with my peer tutors about the interviews and in fact none of them ever sought to discuss this aspect of my research with me. Despite my assertions of confidentiality and my rigour in keeping to it, I cannot be sure that this fear did not limit the student's ability to be open and transparent (Sobral, 1997). The very process of considering how the participants related to each other could be perceived as a threatening and intrusive experience by the participants. I was careful not to discuss the contents of other students'

interviews with the interviewees or make any connections or comparisons with others' material.

When reflecting on the list of questions and prompts, I became aware of a whole new set of ethical considerations to be taken into account when asking about current personal relationships and decided I should not focus on this area but see if any comments or problems emerged.

I was aware of the importance of reflecting on the core psychodynamic transference phenomenon and not to have worked through or acted out my countertransference when interviewing students. As an experienced practitioner I was able to draw on my own 'internal supervisor' to test and confirm this was the case. As researcher I let my countertransference inform me of what was happening in the research dyad and this played a part in my subsequent reflections.

I considered my ethical positioning about those students whom I approached but did not select to participate in the research. I explained to all that selection would be randomised and therefore some students would necessarily not proceed to the next stage. All students stated they were happy with this described process and allowed their name to go forward on this basis.

I arranged convenient meetings at relevant university premises and I held individual face-to-face discussion with each student, which I recorded (Macleod, 2001)³⁹ digitally, lasting up to two hours. I followed this process for all eight students as I hoped to demonstrate my commitment to an equal relationship with all participants, in the research process, offering equal opportunity to all for thoughts and ideas to be shared. I also wanted to replicate the boundaries found in the psychodynamic tradition, which included the provision of a safe base from which to explore, always as

³⁹ See Appendix 2, supporting quotation number 2, page 346

researcher acting with congruency and transparency. I anticipated the students would be encouraged to talk freely about their own lives and allowed material to emerge that might not immediately seem to be relevant, or might be lying in the pre-conscious.

In my initial instructions and information, I wanted to obtain a balance between being focused yet allowing individual responses and reflections to be free flowing, to cover confidential areas (Towbin, 1978) but without my undue influence. I anticipated that, as a result of the interviews, the students would learn about themselves and what they learned would contribute to their personal development. I had myself found the process of being interviewed, as a previous subject for research, very illuminating about my own process of development and had made connections that I might not otherwise have made.

Summary

In this chapter I have highlighted the main research question and provided an example of subsidiary questions designed and used to promote the students' interest and delved deeper into their initial responses. The rationale for qualitative methodology for analysis of data has been considered and the hermeneutic or interpretivist research tradition has been proposed as being most relevant for this research. The research methods have been discussed, which included general areas of questions and the criteria for selection of student participants. The reasons for the choice of NVivo software for data analysis have been explained. Implications from the pilot study have been discussed and taken forward into the main research. Finally, ethical considerations, informed by BACP's and BERA's ethical positioning, are stated as being applicable to this research.

4: Findings and analysis, Part 1, Domain 1, Tutor Behaviour

Introduction

In this thesis, I have used the terms Year 1, Year 2, Year 3 and Year 4 students to refer to the students from the four years of the counselling course, who participated in the research process. I have used A and B to delineate which of the two students' views were being analysed in each pair.

In the sections below I have outlined and discussed the students' views through sociocultural constructivist and psychodynamic lenses. I have utilised the concepts of interpersonal and intrapersonal planes⁴⁰ to analyse the location of their learning that the students report. The analysis has been presented in the order defined above.

In analysis of students' transcripts for all themes, for clarity, I have colour coded students' own words in stage (year) order as Table 7 below:

⁴⁰ Interpersonal and intrapersonal planes describe Vygotskyian thinking about different levels of mental functioning and learning.

Table 7: Students' narratives colour coding key

Key
Year 1 – Green
Year 2 – Blue
Year 3 – Red
Year 4 – Purple

In this chapter, I have included the themes of 'Encouragement' and 'Closeness'. In these themes, students' words are quoted to illustrate my analysis of their thoughts and reflections. This analysis has been presented in sequence from Year 1 to Year 4, with commentary on the facilitating factors students highlighted through their learning journey at each stage.

Under each theme, I have also considered what kind of tutor behaviour the student reported discouraged learning in her training to become a counsellor. The reason for this negative consideration is to clarify whether the 'discourage' claim was somehow being confused with challenge and was not discouragement at all, or whether there were actions and aspects of the tutor that students did find discouraging.

Theme (i): Encouragement

Overview

'Encouragement', 'encouraging', 'encourages' and (being) 'encouraged' were words that appeared repeatedly in students' interviews. 'Encouragement' therefore has been used as the heading of this particular theme because that has been the terminology used by students. However, use of the terms 'encouragement' as noted above, in the current study is problematic for two reasons. Firstly there is the lack of use of this concept in psychodynamic counselling theory. In psychodynamic counselling training and practice, there is a deliberate avoidance of overt encouragement. Instead,

the counsellor abstains from sharing personal material, with no agenda of encouraging or discouraging the client. Secondly, encouragement is a general term with a lack of specificity in common usage.

Throughout the four years of studying, all students acknowledged the tension between the tutor modelling a neutral stance (compared to the counsellor's abstinence) and yet wanting to encourage the student in her learning. From a psychodynamic perspective, it is necessary for the tutor to address this tension because of the risk of contamination of client's material by the counsellor's material (Bridges, 2001; Manning, 2005). This has special significance to tutoring the psychodynamic approach of counselling and is not considered as important in tutoring other approaches or indeed other subjects. In common usage of the term encouragement, the student might mean the ability of the tutor to make complex understanding simple, so it is accessible to her. These are definitions students attached to the theme of encouragement.

In this analysis, the theme of 'encouragement' comprises four sub-themes. Firstly are the qualities of the tutor that the students reported as encouraging them to continue their training. Secondly are what the tutors encouraged the students to do on the counselling courses, that is what the tutor, as the expert other, advised students to do to extend their understanding. This included how the tutors encouraged students to learn, the means, techniques and tools they employed. Thirdly, how students constructed their learning through interaction with peers on the course. Lastly how the students integrated the outcome of the tutors' encouragement, including their understanding that application of encouragement by the tutor was an important part of their development as student therapists (Folkes-Skinner *et al*, 2010).

In Tables 8-11 below I have listed how the two students from each year of the course have identified various meanings and understandings of the term 'encouragement'.

The two students who participated in the pilot study were also involved in the main study, they are identified as the second student in Year 2 (Y2B) and the second student in Year 4 (Y4B). I have highlighted their construction of learning in appropriate places in text, particularly how their experiences on the pilot study have enabled a deep reflection in the main study.

Analysis

Year 1

Within the theme of tutor closeness or distance, a number of sub-themes emerged, including different roles, integrity, modelling, gender, insight, feedback, diversity and reflection. The sub-themes are listed in Table 8 below in the order of plane of learning:

Table 8: Year 1 students, 'Encouraging' and 'Discouraging' factors listed by plane and sub-theme

Qualities of tutor (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Having integrity • Being 'open' 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Modelling expert practice • Sharing experience • Raising gender awareness • Offering insight into life • Offering 'negative' feedback in critique 	<ul style="list-style-type: none"> • Leaving unexpectedly ('Loss' of tutor)
Peer support for learners (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Diversity of group • Learning from peers 	
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Reflecting on thinking 	<ul style="list-style-type: none"> • Having a fear of an inability to become a cathartic counsellor

Qualities of the tutor

At this early stage student Y1A already recognised that it was important for the tutor to model integrity at a personal and professional level as an integral

‘whole’. Both Year 1 students reported they learned that being a cathartic counsellor was a way of ‘being’. The tutor was not only expert in the sedimented knowledge of psychodynamic counselling but also the expert knowledge was a part of her (tutor) as an individual as well. Student Y1A made a connection between getting to know the tutor personally and in the role of the counsellor ‘...because she is a counsellor as well, it would give me an insight into what kind of person she is, that reflects...[on how] to be a good counsellor as well...’

The expert other’s openness to being questioned was clearly important to student Y1B’s learning. Having a non-threatening dialogue with the more informed other, which for her learning was scaffolded, in which that she had some autonomy over that learning, was important to her in terms of openness and direction ‘...it will encourage me as I could ask her open questions, hoping she would give open answers...’ This was an important point because use of open questions, to encourage the client’s reflections, is also a requisite basic counselling skill.

Tutor support for learners

Student Y1A would like to have seen modelling of expert practice by the tutor as she started the course and that the tutor would ‘...encourage [me] by bringing and sharing her experience, I value that quite highly...’ She was hopeful of a positive learning relationship with the tutor, if so, in the mirroring process in the classroom, she could see what ‘expert practice’ with a client might look like, that is ‘how to counsel’ a client. This student appreciated that she could learn from experiences of tutor’s negative feedback in critique, which would not serve to discourage her ‘...not negative experiences because that’s where I can learn...’ The tutor challenged appropriately in the ZPD.

In a challenging learning situation which she has already recognised as both personal and professional, permanence and consistency of support from the

expert other might be particularly important where new learning is outside a student's current experience and understanding. A scaffold removed unexpectedly at times of new learning can create a sense of loss. For example this student reflected on her disappointment at being 'let-down' by the tutor who left. This seemed an example of her meta-thinking, her ability to reflect on her thinking, on the intrapersonal plane, '...I wouldn't like to have to let anyone down like I feel let down...' although if her experience with her new tutor replicated the kind of scaffolding and opportunity to dialogue on the interpersonal plane, was similar, then she was encouraged to continue her learning, the damage of the loss seemingly repaired '...yes, I have seen he is trying, I want to carry on...'

Peer support for learners

Student Y1A stated she considered diversity in her peer group enabled her learning; this could be understood in terms of her ability to broaden her understanding in dialogue with peers who had a variety of different experiences '...if you haven't got difference and diversity then it's not enriching the learning process...' She was unsure how gender difference of students on the course might have encouraged her '...I suppose it [gender] must have an effect but I don't know what effect it is having...'

Integration of learning

The knowledge that the 'expert' counsellor enabled the client was important to the student at the beginning of the course, to make counselling worthwhile in relation to what she could do for other people. A similar view was reflected by student Y1B, who volunteered what would discourage her would be if she was not able to be cathartic in her role as a counsellor '...I would like to think that through therapy clients are helped and if I was to think that is not true then that would be the ultimate discouragement...'

Year 2

Within the theme of tutor closeness or distance, a number of sub-themes emerged, including feedback sincerity, stimulation, modelling, reading, personal issues, group-work and reflection. The sub-themes are listed in Table 9 below in the order of plane of learning:

Table 9: Year 2 students, 'Encouraging' and 'Discouraging' factors listed by plane and sub-theme

Qualities of tutor (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Being sincere 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Giving positive feedback • Sharing counselling experiences • Modelling what was possible • Not pressurising the student • Stimulating intellectual reflection • Recommending reading • Identifying personal qualities • Focussing on personal interest in learning • Assuring student • Being proactive in group settings • Using student as exemplar • Giving written feedback on assignments 	<ul style="list-style-type: none"> • Lecturing • Challenging
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Becoming reflective 	

Qualities of the tutor

Student Y2A opened as being encouraged by ‘...the sincerity of positive feedback from my tutor in the work that I had done and was doing and my contribution to the groups...’ This student volunteered there were no discouraging aspects because ‘...I am going to continue with studies...’ She identified how her tutor stimulated her ‘...I didn’t have any physical attraction, but stimulated in an intellectual and emotional supportive way...’ Positive feedback on submitted work and verbal contribution facilitated both

of the Year 2 students' construction of focused understanding about psychodynamic counselling.

Student Y2B, an earlier pilot study participant, found the tutor to be generally encouraging particularly during one-to-one personal tutorials '...at tutorial meetings with her, she would [one] sit and listen and [two] encourage and feedback how well you had been doing and talk about areas of struggle or areas in which you may be interested in reading she thought I may have...'

Tutor support for learners

The tutor shared personal experiences with student Y2A and enabled a forward trajectory by modelling what was possible '...talking about a career in counselling and being encouraged and hearing about his [clinical] work...'

There seemed an increased sense of autonomy in the area of choice about becoming a counsellor. Student Y2B was unsure that the tutor encouraged her to become a counsellor '...didn't feel under any pressure from her [tutor] that I should or shouldn't be a counsellor...' This student further elucidated '...I decided not to do it, initially she [tutor] said 'I really think you should do it' but I just thought 'I know my limitations' and at this time I just can't do it, then I told her afterwards and she said 'fine'...'

Student Y2B was able to identify particular areas of encouragement by the tutor and opened with what did not help learning was lecturing or '...talking at me is not so good for me personally, it didn't help me particularly...' This student identified what had encouraged her '...recommended reading, giving books to devour, great, assignments as well, it focuses your mind, writing and researching...' On reflection, this student further explained the encouraging nature of the relationship with her tutor, identified previously as being 'fairly' neutral '...she didn't say to me "you would be the best counsellor in the world"...I turned forty this year and she said "counsellors are normally about

forty-plus” and “you are in the right age group to be an effective counsellor”...’ This affirmation seemed to have had a positive affect ‘...she did encourage me because she would say things like “you have a great deal of empathy and a great deal of attunement to people”...’ Additionally, positive feedback enabled construction of knowledge to use counselling skills; student Y2A seemingly appreciated encouraging and appropriate feedback by the tutor ‘...she [tutor] said “your past experience has helped you to refine these skills”, she didn’t say ‘you are the best person in the class’...’ Feedback and reflections can be considered as being evidence of scaffolding learning within the ZPD.

Student Y2A reflected she liked the tutor addressing on the course ‘...theory, modelling to be a counsellor and use counselling skills...’, which she found encouraging as well as challenging ‘...she [tutor] would talk about the clients saying ‘they have obviously got attachment issues’, I would be kind of going ‘ooohh’ [surprise], I didn’t know that...’ Thus this student was both encouraged and discouraged because it challenged her on one level and yet she understood the process as well ‘...a matter of desensitising us and challenging which I don’t think are bad things really...’

Student Y2B, referred to her experience in the pilot study interview and used metaphor to show appreciation of direct and indirect encouragement by the tutor ‘...helping me feel she was standing next to me saying ‘I know you can do it, I know you will do it’, I didn’t tell you before that gave me a bit of an ‘oomph’, real encouragement, the motor was running but it just needed a bit of a kick start...’

Student Y2A described some course experiences, which illustrated how she found the tutor encouraged her ‘...in the experiential group, half of us were very vocal, we were split, some in their observation towers observing the

other half of us, scared of involvement, there was a lot of encouragement by the tutor to get them down from their observation tower...’

Student Y2B was encouraged by the tutor facilitating the group in a proactive manner ‘...she certainly confronted as a referee in all of that...’ This student found simply being noticed by the tutor was encouraging ‘...by her acknowledging me, my warts and all and my existence, this helps...’ When she was upheld as an exemplar she was particularly encouraged ‘...she asked me when one of the other students was having difficulty, to send over an assignment because she felt mine was good...’ She found this particularly encouraging ‘...I was elated, she removed the anxiety for me as I could get very anxious about assignments, she used to send them back [feedback], quite expert, brilliant...’

Integration of learning

At this stage a number of factors were repeated as important at the intrapersonal level from student Y2B, these included developing an ability to be reflective, ‘...it [reflection] becomes more and more important as I develop as a counsellor or start doing a placement, I don’t think I will be learning unless I make space for reflection, essential...’ There was a developing sense of autonomy in learning ‘...I realise increasingly I am responsibly for my own learning...’ and an appreciation of the benefits of wide reading discussed during beneficial experiences of one-to-one tutorials ‘...my tutor invariably talked to me about the many books available on counselling, which really resonated with me...’

Year 3

During Year 3, within the theme of tutor closeness or distance, a number of sub-themes emerged, including perception of tutor, feedback, student potential, empathy, modelling, theory and again, reflection. The sub-themes

are listed in Table 10 below in the order in plane of learning.

Table 10: Year 3 students, 'Encouraging' and 'Discouraging' factors listed by plane and sub-themes

Qualities of tutor (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Being direct • Sense of humour 	<ul style="list-style-type: none"> • Bluntness of delivery
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Giving clear and constructive written feedback • Maximising learning potential • Giving direct feedback • Sharing high expectations • Empathising with personal issues • Modelling skills and how to be as a counsellor • Sharing theoretical orientation 	<ul style="list-style-type: none"> • Giving negative feedback
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Becoming reflective 	

Qualities of the tutor

Student Y3B appreciated the way her tutor's direct feedback might be one way of her encouraging student autonomy '... by giving me a poke and say 'come on'...' This student recognised the tutor's high expectations, which she found encouraging, although the bluntness in delivery was sometimes discouraging '...sometimes she is more than direct, she bluntly tells me where I am going wrong, I quite fear that...' Student Y3A was positive about the tutor, volunteering the tutor had a direct manner '...she was no-nonsense, straightforward and quite direct, when you get to know her a bit she's more approachable than perhaps you appreciate on first impressions...' The tutor was not experienced as detached as this student first thought '...she is warmer, has a sense of humour and more encouraging that I would have expected from my first couple of meetings with her...'

Student Y3A was fearful about possible negative feedback by the tutor for poor assignment grades and was discouraged '...I am in a state of fear and 'terror' about the work when I meet with her, so I don't think I am encouraged

necessarily...' She further explained '...I have had an assignment back from her, with her written feedback on and that is actually very clear and constructive, it has changed from Years 1 and 2...'

Tutor support for learners

Student Y3A reflected how the tutor was encouraging '...she is trying to get me to maximise what I can put into the course...' She further explained '...by giving academic feedback and also she has a feel for personal development and personal issues that are going on...' The tutor modelling relationships and counselling skills with students seemed to encourage her [student's] use of counselling skills '...I don't model myself on her, but I can take things I see in her or pick up points she has made about how I work or don't work, it does encourage me...'

Student Y3B considered the tutor encouraged her autonomy '...if I don't organise myself to do the readings and get the written work done then nobody else is going to, so it's up to me...'

Student Y3A accepted the tutor still took a parental role which was both supportive or encouraging as well as controlling '...it doesn't feel like it's an equal relationship, she is encouraging and she can challenge, she is the one who marks the papers and has the answers...' Student Y3B reported the relationship with her tutor encouraged her interest in becoming a counsellor '...there is a real enthusiasm for what she is doing, there is encouragement there...' and added the emphasis '...I wouldn't say she is going to discourage me at all...' This student stated the tutor was being particularly encouraging when sharing a preferred theoretical orientation, which also seemed to be appreciated by the student '... I am aware and happy she holds the Kleinian approach as well...'

Integration of learning

Student Y3B was encouraged by the tutor to reflect on her clinical work after she had finished a particular session ‘...I suppose it gives you another perspective...’ perhaps indicating an awareness of her broadening learning.

Year 4

During Year 3, within the theme of tutor closeness or distance, a number of sub-themes emerged, including empathy, insight, modelling, conflict, integrating theory, reflexivity, challenge and reflection. The sub-themes are listed in Table 11 below in the order of plane of learning.

Table 11: Year 4 students, ‘Encouraging’ and ‘Discouraging’ factors listed by plane and sub-themes

Qualities of tutor (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none">• Being empathic• Being attuned• Being insightful	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none">• Modelling skills and relationships (between client and counsellor)• Dealing with course conflicts• Integrating theory and practice• Introducing reflexivity• Challenging appropriately	<ul style="list-style-type: none">• Being unsupportive during assignment failure
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none">• Becoming reflective	

Qualities of tutor

Student Y4A considered the relationship with her tutor had very much ‘...encouraged me, by example from both tutors, they were very different in styles, but both very empathic and attuned and insightful...’ This student found being with her tutors encouraged her because of insight and modelling ‘...they were always able to either identify what was really going on or tease

it out of you in a way you didn't really realise what was happening, just by seeing it in practice, or actually being part of that practice, I wanted to do it like that...'

When student Y4B reflected on discouraging aspects, she built on her pilot study experience, challenge came to mind '...as I said before, on one occasion there was a sort of conflict, which was challenging as it had a conflict to it...' However the lesson learned encouraged her because '...the way that was handled and then my part in that interaction and how I reflected on that, how it was then subsequently addressed and talked about, just made me even more want to be [a counsellor], what I want to be doing...'

Tutor support for learners

Student Y4B was positive about the tutor's encouragement for her to integrate skills with theory '...encouraged to do that in role play, in placement most of what we were covering in role play was actually being played out with real clients, which was then used in supervision...'

Student Y4A was encouraged by the tutor to be reflexive when preparing assignments, to include examples of personal interaction to illustrate the points she made '...in terms of reflecting on yourself and reflecting on your clinical work...' Student Y4B volunteered the tutor encouraged self-responsibility for learning '...encouraged in the final year to take control more of our own learning and also our own pace on the course...'

When a problem occurred, in terms of a failed assignment, student Y4A felt abandoned and bemoaned the lack of support and encouragement '...when I had one assignment that needs to be resubmitted and one being deferred, this is incredibly challenging and I didn't have any feedback, I didn't have anywhere to go, I didn't have anybody to encourage me...'

Integration of learning

Student Y4B found the tutors were challenging but not discouraging ‘...I wanted to be on the course enough for them not to be discouraging things but to be ‘I’ve got to overcome that’, like getting a [clinical] placement in the first place and all those problems...’ Here she seemed to be building on her pilot-study interview, providing a deeper reflection than earlier.

Discussion

It seems that, at the early stages of their training, both beginning students were encouraged in their learning by the tutor; this was found in the tutor relating counselling experiences, which might add to student knowledge about how to present herself and ‘perform’ as a counsellor (Bull & McCalla, 2002). Student Y1A was mindful of wanting a positive outcome as a therapist, being able to be effective for the client in creating a highly stable therapeutic alliance (Despland *et al*, 2001). The obverse of this, that is counselling was ineffective, would seemingly be found by the student as discouraging her interest in training as a counsellor. Deduced from this was the fear (Winnicott, 1974) that the student might not be able to be cathartic in the role of the counsellor, thus this was the student’s need for tutor encouragement to counter this fear.

Composition of the learning cohort (Summers & Turner, 2010) was a factor from the course that both entry-level students stated encouraged them to continue training as well as the preparedness of the tutor to disclose both personal and professional information in her role as a counsellor.

With some course experiences behind her, student Y2A was positive about the encouragement of the tutor relationship as well as feedback on how she has performed previously on the course (Androutsopoulou, 2001). This student saw these positive affirmations and possibilities for reciprocal

learning as rewards which motivated (Eppler & Harju, 1997) her to continue her studies in her drive towards learning to become a counsellor. The motivation of the student was contained in two distinct areas: firstly to have acquired knowledge and developed competence in skills and secondly to have developed social relationships, receiving external rewards of having lived up to the tutor's expectations (Wolfgang & Dowling, 1981; Werring, 1987).

The tutor shared personal experiences as a counsellor, which encouraged both Year 2 students as they looked forward to a possible career as therapists. The second student was stimulated intellectually and emotionally as she observed how the tutor modelled (Wynne & McAnaney, 2009) the part played by the counsellor in the therapeutic dyad and was further encouraged by taking the part herself in role-plays and case studies on the course. Both Year 2 students found the newly learned process of reflectivity empowering, encouraged by the tutor to be reflexive and used their own experiences to inform learning (McLeod, 1994; 2001).

Student Y2A differentiated encouragement from pressure, with attendant possibility of regression and noted how the tutor was supportive in encouragement without applying pressure, as she might have expected from her previous experiences. The pressure to perform was not alleviated if work and study was seen as something to be 'got out of the way' in order to go back to enjoying herself. The tutor could encourage the student to recognise that part of her enjoyment could come from the pleasure she received from studying and from her new measure of educational independence (Mann, 2000). Both early stage students understood that this movement towards independence and autonomy in learning could be aided by the tutor's encouragement to carry on with studies, by recommending reading (Säljö, 1982; Mann, 2000) and areas for general individualised research.

The tutor used one-to-one tutorials (Stephen *et al*, 2008) as the vehicle in which the student's struggles on the course were examined and overcome; dealing with these struggles was evidenced as being encouraging for the student. Research (for example Sosabowski *et al*, 2003) confirmed that students found a greater frequency of personal tutorials with committed tutors to be helpful (Neville, 2007; Stephen *et al*, 2008), or at least an opportunity to meet tutors more regularly than was generally offered, both formally and informally. However there was the caveat that more interaction with tutors would not improve students' learning unless this was with a committed tutor (Shin, 2002). This commitment was a significant means of developing understanding of the psychosocial dimension inherent in fostering students' well-being and trust.

Student Y2B reflected how she has moved from a neutral stance regarding the encouraging nature of her relationship with the tutor, to one in which she was encouraged by the tutor's affirmations and feedback. The neutral stance was possibly informed by the student's perception of how the neutrality of the counsellor was enshrined in psychodynamic theory. This deeper reflection was an example of how she benefitted from her pilot study experience, being able build on earlier reflections.

Although student Y2A stated there seemed to be no discouraging aspects of the tutor's behaviour or course experiences, she identified that she was particularly challenged when her tutor shared seemingly confidential client matters in an effort to desensitise the student (Harris, 2008). This was rationalised by the student as being a learning experience, which remained with her, as an example of broken confidentiality. Perhaps at an unconscious level, the student connected to times in her past when aspects of confidentiality were threatened and in which strong feelings surfaced and become enacted in transference. However, generally the reported experience

of the student during the middle stage of training remained that the tutor did everything she could to encourage the student's learning.

There was some ambivalence in student Y3B's comments as to whether she found the relationship with the tutor encouraging (Shahar, 2011). This perhaps marked a move towards independence although regression to an early pre-oedipal developmental state (Freud, 1922; 1984a) became apparent with how the student dealt with and reacted to rejection (Rouholamin, 2007). The style of feedback from the tutor was experienced, by this student, as being blunt and direct, which was compared initially unfavourably to earlier more supportive tutors' feedback.

Two points seemed to have emerged. Firstly the blunt way the tutor gave feedback to the student was perceived as a discouraging factor, perhaps because of assignment failure and secondly directness was seen as strength to encourage the student to produce improved work. In the first instance rationalisation, as an unconscious defence, helped the student avoid taking responsibility for failure as well as having to address any shame for such failure. In the second instance the advantages of investing control, a feature of the anal stage of development (Freud, 1922), in the tutor became apparent, with a reliance on the tutor to provide both direction and motivation. These two instances could be understood in terms of Erikson's (1965, 1980) postulations about the anal-muscular stage of early childhood, which incorporated the task to achieve a degree of autonomy while minimising shame, guilt and doubt.

As is noted throughout the students' own words, it is apparent that the tutor's support was highly valued by the students in Year 3, particularly in the form of modelling 'being' as a counsellor, in the ZPD and offering direct and constructive feedback. The reflections in the intrapersonal plane suggest

further ambivalence although also indicating a developing awareness of potential for learning.

In the ultimate stage of counselling training, student Y4A reflected on encouragement received from her different tutors, no longer seeming to need the close relationship of earlier stages. She was encouraged by the tutors' advanced abilities and emotional states (Salzberger-Wittenberg, 1983), which she described particularly as being attuned and insightful (Powell, 2000; Christopher & Maris, 2010). These states she recognised as being developed over time and she was hopeful and aspired to integrating similar skills and states of being. Even the negative aspect of challenge produced a positive outcome for the student.

Student Y4B was encouraged by the tutor to consider her own part in the interaction, rather than dwell on her peers' errors, which freed the student to overcome her own blocks to learning. The lesson for the student seemed to be that if she took responsibility for her own cognitions and behaviours, she would be able to deal with challenge in a way from which both she and the challenged could learn. This knowledge and experience seemed to affirm the student in her interactions with her peers, her developing advanced counselling skills, as well as reflecting on her own personal development at the particular point in time of the stage of the course.

Student Y4B was particularly effusive when reflecting in the intramental plane on her own development. Perhaps this was a result of her being involved in the pilot study as well, building on her previous reflections. She was more forthcoming than the other student in Year 4 when addressing tutor behaviour she found discouraging, involving conflict and challenge. From this more reflective standpoint she was able to take benefit from what otherwise was a difficult situation.

While there is considerable evidence of a need for tutor support across all years, students from Years 2, 3 and 4 do not report reliance on peer intervention as a resource for their learning. This perhaps suggest a move towards autonomy in their learning as the students become more independent in the latter stages of their training.

Summary

In the analysis of extracts of students' transcripts, I conclude that students from all four year stages are able to identify factors they found encouraged or discouraged their learning by their tutors' actions and qualities. I have reflected on changes in levels of encouragement, by the tutor, experienced by students as being helpful as they reported on each course stage.

In this study, from a constructivist perspective, the tutor, as the more informed other, supported and deconstructed what the counselling student said and scaffolded learning in the ZPD. The students, especially from Years 1 and 2, acknowledged the tutor's prior understanding and expertise in psychodynamic counselling and recognised this was helpful in learning. This process could be understood in constructivist terms, in which the tutor could have visualised what is supportive for the student and understood the extent of her construction of new knowledge and scaffolded further learning within the ZPD. Encouragement was also taken to mean to the student a sense of 'I can do', that is 'I can see how I can continue'. This affirmation was reinforced by the tutor's belief in the student's abilities to learn to become a counsellor.

Whilst the students focussed on tutor encouragement, there were instances in the interviews when they talked about discouragement also, for example where the student has got it wrong, in whichever way, as reflected against the tutor's prior understanding in the way she was expected to be. Then discouragement was experienced by the student, which the student found was

unhelpful. However the tutor reaffirmed to the student there was no right or wrong way, as such, pointing to the parallel process in the counsellor-client relationship in which the client corrected the counsellor's intervention, which often stimulated the client to focus on what she really wanted to say. Thus there could be learning for the counsellor (and student) from having taken a risk and made mistakes (Kaufman & Davis, 2009).

Early in the training evidence emerged of both Year 1 students wanting an open and close relationship, in which warmth and trust developed with the tutor, which students proposed was a main encouraging factor. Disruption to this closeness by the tutor's resignation, did not seemingly discourage the second student, because although she was disappointed, she quickly attached and showed commitment (Tran & Simpson, 2009) to her new tutor. From a psychodynamic perspective this attachment pattern might have emanated from an anxious style (Bowlby, 1988; Holmes, 1993; Topolski *et al*, 1997), in which the student kept her emotions on or near the surface, so she could access these whenever care or attention was offered (Gerhardt, 2004).

Over-reliance on theory could be a mistake that was made by trainee counsellors (Manning, 2005). For example, there has been longstanding advocacy of abstinence and anonymity by psychoanalysis and indeed psychodynamic practitioners, which tended to be reinforced by supervisors who perpetuated this stance. Students acknowledged the modelling of tutor neutrality, in addition to the tutor's advice, as being useful in their learning. Extracts from students' transcripts evidenced that lack of tutor abstinence or didactic teaching militated against being spontaneous, insightful and authentic (Davis, 2002) in the work in clinical placements. If the student struggled in this area she could become discouraged and the tutor's motivational skills tested.

Reflection by student Y3B seemed to negate the idea that the tutor was discouraging. This vacillation might be understood in terms of the student testing self-belief by moving from an intermental level of thinking to intramental level (Vygotsky, 1934, 1962; Wells, 1998; Grand, 2002), perhaps in a suspended stage of being between these levels, trying one out from the safe base of the other. That the student constructed her learning from the perspective of her own inner application is well described in constructivist theories, she now has the opportunity to understand the process of learning through the tutor's actions of encouragement as well as discouragement.

Both Year 3 students from this stage of learning reflected on the advantages of the tutor being interested in them particularly, which might be maternalistic (Winnicott, 1965) as well as the tutor being able to treat all her students as 'special'. This could be understood in terms of the narcissistic need (Ferenczi, 1926, 1927) of the student to inflate student grandiosity (Stern, 1991; Luck, 2010), that is the student's reliability was due partly to the fact that an encouraging tutor reinforced her feelings of 'specialness'. This 'specialness', at a visceral level, was understood by the student as being divided and allocated, by the tutor, equally to all peer students, but at perhaps a deeper or unconscious level the student appropriated it to self in the form of the Adlerian concept of 'favoured child' (Abadzi, 2004; Osborne *et al*, 2004), which enabled successful seeking of parental and social approval (Lopez, 2001). This process is perhaps descriptive of the student's need to be encouraged and to show the tutor that she [the student] could maximise her potential, as applied both to academic learning and engagement with and employment of counselling skills.

Identification with the tutor's enthusiasm for counselling is seen by the student as encouraging, both in terms of theoretical orientation as well as modelling. Kleinian objects' relations theories, as they become learned and integrated, informed the student in her interventions with clients as well as

becoming the foundation for her template (Yerushalmi, 1992) to inform her personal interactions with the tutor, her course peers and her outside world. This is underscored by the tutor modelling how she practised as a counsellor (Folkes-Skinner *et al*, 2010)⁴¹, as a Kleinian therapist. This tutor association with the student's preferred theoretical approach reaffirmed the student and encouraged her to continue her tutelage and apprenticeship.

There was some evidence of student Y4A regretting a lack of support by the tutor, found in earlier course stages, which was highlighted by standards not being achieved against set criteria. However this was not experienced as discouraging but was accepted as being part of evolution through the course as the student moved towards becoming an autonomous learner.

Theme (ii): Closeness

Overview

Some ambivalence was evidenced in students' statements in all four years, with both a need for supportive closeness with the tutor as well as an appreciation of professional distance espoused by psychoanalytic theories. It is apparent from the students' own words, that attachment theories (Bowlby, 1971, 1988) provided a useful framework for understanding facilitating factors for learning on which students reflected (Smith, 2006).

Attachment theory suggested '...how patterns of adult cognitive, affective and relational functioning are derived from distinct developmental experiences...' (Janzen *et al*, 2008:378), which is descriptive of how students' early familial experiences played a part in their desire for closeness

⁴¹ See Appendix 2, supporting quotation number 3, page 346

to or distance from the tutor. Students defined closeness to the tutor both from a real and metaphorical perspective.

Being in the presence of the tutor and accessibility to the tutor had significance in terms of learning from the tutor modelling skills and ‘ways of being’ as a counsellor, valued highly by students in the early course stages. Interacting with the tutor and building a relationship, which might be paralleled in the counsellor-client relationship, was experienced as being cathartic by both students as well as interpersonally (Richardson *et al*, 2007).

Analysis

Year 1

In these extracts of students’ transcripts, students reflected on their need for tutor closeness or distance. A number of sub-themes emerged including issues of confidentiality, boundaries, comfort, openness, reliability, consistency, maternalism, confrontation, threat, equality and empathy (Basch, 1980, 1983; Angus & Kagan, 2007).

Table 12 below lists the sub-themes related to students’ thoughts on a close or distant relationship with the tutor by plane [location] of learning, as reported by Year 1 students:

Table 12: Year 1 students, Encouraging and Discouraging factors of theme ‘Closeness’ listed by plane of learning

Qualities of tutor (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Being boundaried • Being relaxed • Accepting two-way relationship • Being supportive • Being reflective 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Support and openness 	<ul style="list-style-type: none"> • Being unsupportive
Integration of learning (intrapersonal plane)	
Reflecting on:	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Confidence in tutor • Confidentiality of tutor relationship 	

Qualities of tutor

Student Y1B was aware that closeness to the tutor might be paralleled in the counselling relationship, which need to be boundaried ‘...it is replicated with clients in that way as well, the boundaries are there...’ Seemingly more important than closeness to or distance from the tutor was the wish for the relationship to be relaxed ‘...I would like to be comfortable with my tutor, like to feel it is a two-way relationship...’ She further explained that she had a two-way relationship with her parents and hoped to find similarities with her tutor ‘...be able to have my say as well as her being supportive and guiding me when I get it wrong, which is what happened at home...’

Closeness to the tutor seemed to be judged from a perspective of equality by student Y1A ‘...it can’t always be two-way because I may disclose something to her and she hasn’t got to disclose anything back to me...’ Thus she recognised the tutor maintained boundaries.

At this stage of her learning, when reflecting on boundaries within the tutoring dyad, student Y1A showed signs of the ability to be reflective ‘...if I choose to disclose something to her that is personal to me, well that’s my

choice...’ At this beginning and formative stage she began to exercise responsibility for her own actions and understood that the tutor might not be able to provide a sought-for close relationship ‘...that doesn’t mean she has got to [disclose] because I know where her boundaries are for that...’

Tutor support for learners

Seemingly militating against a close relationship was student Y1B’s wish for support and openness ‘...what I would like is an open relationship where rather than say ‘you have failed’, maybe she could email me and say ‘maybe we could have a chat’...’

Integration of learning

At this early stage student Y1B proposed the main facilitative factors was her ‘...relationship with and confidence in my tutor because I think that impacts on everything...’ The relationship with the tutor was stated by this student as being overarching although some ambivalence was evidenced when the student considered how close she would like the relationship to be.

Interestingly student Y1A did not volunteer a need for an immediate close relationship with her tutor or one that was professionally distant, reflecting that confidential association was helpful to her because ‘...in the room you have a kind of agreement with your tutor that it’s confidential...’ Perhaps this was indicative of this student having worked through some of her dependency issues and no longer regressed to mistrust when under challenge, a theme of the oral stage of development (Freud, 1949; Erikson, 1980).

Year 2

Table 13 below lists the sub-themes emotions, annoyance, appropriateness, distance, play, gender and transference related to students’ thoughts on a close or distant relationship with the tutor by plane [location] of learning.

Table 13: Year 2 students, Encouraging and Discouraging factors of theme ‘Closeness’ listed by plane of learning

Qualities of tutor (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> Relationship Connecting with emotions 	<ul style="list-style-type: none"> Showing annoyance Inappropriate relationship
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> Being non-threatening Maintaining distance and boundaries Encouraging playful interaction 	
Integration of learning (intrapersonal plane)	
Reflecting on:	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> Gender difference Tutor maternalism in which transference was enacted 	

Qualities of tutor

Student Y2A acknowledged how having an individual tutor, with whom she could have a close relationship, enabled her learning ‘...it was important to have one [relationship] with the tutors, that was close...’ She found facilitative having a personal tutor as support rather than a tutor who offered only group support ‘...it [personal closeness] was essential...’

Student Y2B seemed to be apprehensive when interviewed about how different behaviour in a tutor might affect the closeness of the relationship ‘...the way he can be different also showed the ways he was more human, there were times when he looked annoyed...’ She appreciated the attendant benefits of sharing feelings, when asked how the tutor showing emotions affected the relationship ‘...[laugh] but then I know that had a negative impact on one person in particular but that was the dynamic of the relationship...’ This student reflected on peer behaviour when the tutor showed emotion, understanding how a perceived threat of excessive closeness affected the peer negatively and she was able to take some learning from the experience ‘...seeing how that developed was instructive in itself...’

Tutor support for learners

Student Y2B was challenged by the fear that the tutor might become more personally involved and less in the tutor role in the tutor-student relationship, fearing the closeness might threaten the professional relationship. When asked again if that fear remained and if too close a relationship was uncomfortable, she was uncommitted ‘...I don’t know if it is actually, is that what it sounds like?...’ Perhaps this denial suggested a defensive response and that it was uncomfortable for her but she did not want to address how too close a relationship affected her learning.

She was more forthcoming when considering the closeness of her relationship with a tutor who was not her personal tutor ‘...I was a bit more suspicious of him because of what I had been told...’ Once she relaxed and accepted a close relationship was not threatening, this student was able to play from a child-state and became closer to the tutor ‘...when I really connected with him was on the last evening, he and I were both just being child-like, being silly...’ Giving herself permission to celebrate at the end of the term brought the student disapproval from her peers ‘...some of the other people were saying to me ‘you can’t be like that because he is a tutor, it is inappropriate’...’ She reasoned that the tutor ‘...was just being himself really and it was when he relaxed at the end...’ Perhaps her inability to connect with the tutor during previous course time was a comment on gender reservedness, wanting the safety of maintaining distance.

However when in a playful mood she was able to accept closeness from the tutor as not being threatening, being more relaxed ‘...I just did it [play] based on the chatting that went on...’ This play helped break down barriers with her tutor as they both adopted child-like manners ‘...he was playing, nothing wrong just playing...’ Appropriate play seemed therefore to encourage closer relationship which was experienced by the student as being

helpful to her learning provided she did not experience closeness as being threatening. This student, who had also participated in the pilot study, was able to reflect deeply on her relationship with her tutor. She had alluded to a changing relationship in her first interview and built on this throughout the subsequent interviews.

Integration of learning

Student Y2A stated that the gender of the tutor was important in enabling a relationship, she was still at the stage where support and trust were key features in her learning ‘...my tutor was female. I think that would be a factor...’ This student sought a female tutor and wanted a close relationship, one that was representational of past or sought-for past figures ‘...she was a bit like a mother figure, maternal, stable, what you [I] would like in a mother, what I haven’t necessarily had...’ The attraction of seeking a tutor on whom transferences from the past could be enacted, was apparent.

Year 3

Table 14 below lists the sub-themes of challenge, support, bluntness, availability, modelling, therapy, fear and maternalism related to students’ thoughts on a close or distant relationship with the tutor by plane [location] of learning, as reported by Year 3 students:

Table 14: Year 3 students, Encouraging and Discouraging factors of theme 'Closeness' listed by plane of learning

Qualities of tutor (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Being challenging • Being nurturing • Being supportive 	<ul style="list-style-type: none"> • Being blunt
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Being available • Modelling counselling relationship 	<ul style="list-style-type: none"> • Removal of ZPD
Integration of learning (intrapersonal plane)	
Reflecting on:	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Maximising learning experience • Importance of personal therapy • Nature of relationships • Reflecting on tutor maternalism 	<ul style="list-style-type: none"> • Fear of failure

Qualities of tutor

Student Y3A accepted a more challenging relationship with her tutor, having moved on from a supportive relationship in which closeness was needed '...it's a much more challenging relationship, at times it feels almost like a therapeutic relationship, which is different to the last tutor...' She hoped for a tutor with whom she could develop a close relationship '...I might have expected somebody who would be more, 'nurturing' is the word, available and slightly less confrontational...' The tutor offered supportive relationship but this student experienced her as being very direct '... although the tutor is caring, she is very direct as well and very blunt...' The confrontational aspect of the relationship seemed bearable and acceptable by the student, seemingly equating this directness as a factor of the individual and increasing depth of study '...if this is a personality thing and how much is just the difference, you go up a few gears on this course...' She was attracted to non-prevarication and non-obfuscation '...she is a very direct, blunt woman that in many ways I quite like, she doesn't pull her punches...' By implication, the fact that this student saw directness as an attribute suggested closeness with the tutor was not a sought-for priority.

Despite the increase in workload student Y3B still needed support as well as challenge ‘...if only that could be more balanced with supportive kindness, that would be very nice...’

Tutor support for learners

Not only did student Y3B experience an emotional distancing by the tutor but also the tutor’s accessibility, when she was needed by the student, was questioned ‘...I wouldn’t say she has an open-door policy, I don’t get the impression that any of the tutors do, she is no exception...’ However the tutor was able to assure the much-relieved student of availability in occasions of perceived emergency ‘...if I had a genuine difficulty or I was struggling with something, she would definitely be there [for me]...’

This student understood the parallel of the course relationship and counselling relationship, perhaps appreciating the necessity for professional distance ‘...there is a certain ‘distance’ that is maintained and the relationship is very clear what it is...’ The sought-for closeness of the relationship with the tutor seemed somehow sacrificed by this student’s rationalisation of the tutor addressing what was in the best interest for the student ‘...fundamentally she presents as being interested in me in maximising my learning potential...’

From student Y3A’s comments it appeared her tutor was proactive in the relationship, addressing her own needs ‘...she has certainly got her own views and she communicates those...’ The tutor was professionally distant, which this student found facilitative, enhancing her learning experience as well as understanding the tutor in the affective domain, ‘...she does maintain that professional distance but I am getting more a sense of her as a person as well, that is improving our relationship...’ Student Y3B was open to the possibility of engaging in a closer relationship with her tutor for the benefit of her learning ‘...I don’t know if the relationship with the tutor will become more close or important at all or rank higher as the course goes on...’

Integration of learning

When reflecting on how her relationship with her tutor was changing, student Y3A was more positive ‘...she is getting to know me better the more she sees of me, I get more from her of that in feedback...’ The student was able to reflect on a developing relationship ‘...it is deepening and becoming closer, it becomes better with more understanding, in both directions...’ When questioned whether the deeper and closer relationship encouraged her learning counselling skills, she was generally positive in her response, although she has some reservations, ‘...I don’t model myself on her, but I can take things I see in her or pick up points she has made about how I work or don’t work, it does encourage me...’

Student Y3A was able to accept the role of the tutor was mirrored in the counselling relationship, in which the importance of creating and maintaining boundaries were understood, ‘...this tutor-student relationship is an attempt to recreate a counselling type situation as tutor-cum-therapist, it is in many ways a scenario as a counsellor...’ These boundaries included a general lack of sharing personal material but equally warm and empathic states and interventions, not the distance of the Freudian ‘blank screen’ of the historical psychoanalytical approach ‘...with my individual tutor there is a softening in her approach, although she is still quite direct, she expresses interest in you as a person, how you are managing generally...’ Equally student Y3B recognised the dynamic nature of the relationship with her tutor as she moved towards a closer rapport ‘...I am beginning to develop a better relationship with my course tutor, I am certainly gleaning more support from her...’ Yet when the desired close relationship was unavailable for this student with her tutor, high student anxiety resulted ‘...I am in a state of fear and ‘terror’ about the work when I meet with her...’

Perhaps because of ambivalence, this student did not rank the relationship with the tutor above other factors when considering enablement of her learning ‘...not as high as my work with my therapist for example, that is facilitating my learning as well...’ She was able to work through personal issues with her therapist, both from the past and present; these might include transference issues with the tutor. Certainly the relationship, close or distant, was not the most important factor that facilitated her learning ‘...more important is seeing how theory underpins clinical work and looking at my issues, how I am relating to people on the course, to clients...’ These other factors assumed primacy, although when asked to reflect specifically on the tutor relationship both students acknowledge its need and place in the learning experience ‘...it is important in the sense that I know I have got to *get along* [student emphasis] *with her...*’ However doubts and reservations existed as the student Y3B showed determination to move towards independence and not allow the distant relationship with her tutor prove a barrier to her learning, ‘...it doesn’t feel to me that it [the relationship] is crucial, I need her, she is part of the course...’ This acceptance might evidence defensive thinking, the student being reluctant to acknowledge the nature of the relationship, in which she rationalised the tutor’s participation.

There was doubt in this student’s mind that the relationship was efficacious, certainly she did not experience it as being facilitative ‘...it doesn’t feel like the relationship is particularly close or that it is facilitating me...’ Yet there remains the contradiction for student Y3B, as she reported the tutor was open to a more caring relationship, which the student seemingly valued as enabling her learning, ‘...she [tutor] communicates that she cares on some level about how I am getting on in the course, or why I am finding something difficult, we are getting closer...’ The relationship included the affective domain and the student recognised the benefits of including process as well as content, ‘...she [tutor] is interested in the personal side as well as the academic so it’s more than just a simple academic relationship...’ She hoped for an

increasingly closer relationship with her tutor, enabling informed personal feedback, from which the student hoped to learn about her own development, gauging the relationship to be central to the learning experience ‘...it will become a much stronger close relationship and an important one in terms of measuring or checking my progress...’

Student Y3A was not yet ready to consider it to be a relationship of peers, understanding the different roles she and the tutor undertook in the relationship ‘...she is very much the tutor-student parent type...’ When questioned about the parent-child relationship, she offered further insight, addressing experiences during her previous years of counselling training, commenting on the continuum of moving towards independence ‘...it’s not an equal or really close relationship, she is the one who knows, she is the one who marks the papers and has the answers...’ Confirming that, for this student, it was her perception that the tutor exercises parental control which seemed to militate against perceived closeness.

Student Y3A confirmed the most important factor in her learning how to be a counsellor was the relationship with her tutor, which was multi-faceted and embraced every aspect of the course, as discussed above. If the relationship was close enough, or good enough (Winnicott, 1965), she felt comfortable in that relationship, the student was able to make peer relationships from a position of strength, ‘...the tutor drives the learning or lays the framework down, how honest we are with each other and how reflective we can be with each other couldn’t take place without the tutor...’

Year 4

Table 15 below lists the sub-themes of empathy, boundaries, modelling, conflict, transference, groundedness and absence related to students’ thoughts on a close or distant relationship with the tutor by plane [location] of learning, as reported by Year 4 students. These were no discouraging aspects reported.

Table 15: Year 4 students, Encouraging and Discouraging factors of theme ‘Closeness’ listed by plane of learning

Qualities of tutor (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Being empathic • Being boundaried and intuitive 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Modelled ‘being’ • Withstanding discord • Handling conflict 	
Integration of learning (intrapersonal plane), Reflecting on:	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • ‘Being’ and ‘doing’ • Enacting familial transferences • Becoming grounded • Peer status of relationship • Centrality of relationship 	

Qualities of tutor

For student Y4A, the tutor’s role was paralleled with the counsellor’s role in the counsellor-client relationship, in which the counsellor was able to connect with the client in an empathic state ‘...feeling heard and the fact that I could speak about anything and not be judged, it kind of demonstrated to me the importance of the empathic relationship...’ This empathy, which was contained in a close relationship, included the skills of insight and attunement, which the student found inspiring in her learning counselling skills, ‘...encouraged me definitely, [my tutors] were very empathic and attuned and insightful and always able to identify what was really going on...’

Tutor support for learners

The tutors model ‘being’ in the counselling dyad, the relationship with the student was close and strong enough for the her to work with process as well as content ‘...by seeing it in practice, or actually being part of that practice, I wanted to do it like that...’ By using the close relationship the tutors were able to model how the counsellor-client relationship could be cathartic. The

relationship was strong enough to accommodate discord on the course ‘...there was a sort of conflict, which I found challenging...’ Student Y4B was able to reflect on the efficacy of the tutor in the way she handled the problem of discord in a professional manner.

Integration of learning

The tutor-student relationship was perceived by student Y4A as being close enough for her to benefit from understanding the modelling of the tutor and process interaction ‘...my part in that interaction and how I reflected on that and how it was then subsequently addressed and talked about, it is what I want to be doing...’ This experience proved positive for student Y4A, engendering increased interest in her continuing her counselling learning journey. She seemed pleased with developments in the relationship ‘...possibly it destroyed the relationship as it was and I wouldn’t have been able to go back to it, definitely not address what had happened...’

Student Y4A reported the tutor represented herself congruently with her practice in the psychodynamic approach, understanding the parallel between the counsellor-client relationship and that of the tutor-student ‘...she always presented herself as mirroring the process, [this was] the way she conducted herself in interactions with me personally...’ This student understood this modelling to include the tutor being very boundaried and undefended, interpretative, intuitive, all the things she reported as being psychodynamic.

Occasionally events happened which surprised her ‘...times that openness and genuineness would sometimes surprise me because I had a very strict upbringing, rigid is not quite the right word...’ and her tutor was ‘...the sort of person who is boundary-focussed but at the same time very intuitive and responded very empathically to things, I was always very surprised by that...’

Within the facilitating relationship with the tutor, student Y4B has worked through some issues of trust (Erikson, 1980) emanating from her past, she was able now to trust herself to be able to differentiate between the other's actions, which she disliked and being, which she liked '...I did address something that had happened and realised that the relationship can go on, doesn't have to be damaged because of it, that was a big learning curve, it is a two way thing, it's not trusting that person, it is trusting myself as well...' This differentiation was important for the counsellor as otherwise the disliked deeds of the client have the potential to block progress in the counselling relationship. There were times when the relationship was not experienced as being close, reminding this student of earlier familial experiences, '...I had some understanding that had something to do with the relationship I have with my mother and how it has sort of made me have relationships with others...' This Year 4 student had participated in the pilot study and clearly built on her original responses as she developed her reflections. Both students reported they were able to understand how transference was enacted, perhaps wanting the tutor to facilitate the close familial relationship experienced from the past.

The perceived conflict between the tutor's empathic state coupled with professional distancing in the relationship seemed unnatural for student Y1A '...to have both in one place just seemed odd to me so I had difficulty knowing how to respond...' The other student volunteered she seemed to appreciate the tutor's intervention '...there was an occasion when the tutor took more control, she stepped in, really more in a caring way, to get this sorted...' The balance sat well with this student and suited her '...with the tutor support as well you could have additional tutorials as much as you liked, I saw a tutor on a fairly regular basis...' The close relationship, made available by the tutor, encouraged her interest in being a counsellor '...I am totally encouraged because I had confidence in them, they were good at what they did and knew what they were doing, really I wanted to emulate that...'

Student Y4A was able to reflect on the importance of having a close relationship with her tutor, from a secure position and reflected in the groundedness of approaching the end of her learning journey on her current course, quoting metaphor ‘...it [tutor relationship] is vital, it is core, central, everything, if you haven’t got a good close relationship with your tutor everything else is going to be...you are on a stool with wobbly legs...’ She was unequivocal in her belief that tutors in general have a pivotal role, which was her experience of her personal tutor ‘...you need that because of the subject matter you are dealing with, if you didn’t have that you would be floundering, you would be lost...’

As student Y4B moved through Year 4 she considered the relationship took on more of a peer status, with power being shared ‘...it was very much a more equal relationship, they [tutors] would give, I would give, it would be an equality...’ She reflected on the importance of the closeness of the tutor relationship and compared it to her earlier experiences ‘...my relationship with the tutors was easier in Year 4 but maybe that was because I was struggling in Year 3...’ She identified the close relationship with her tutors as being the main facilitating factor that enabled her learning. For her there were no other factors that rate as highly ‘...it is the tutor that is at the centre of everything, it is an amalgam of the relationship you have with the tutor, the confidence you have in them and the confidence they have in you, the encouragement they give you and because of the subject matter...’

Discussion

The relationship with the tutor was reported by students as being important across all four stages of psychodynamic counselling courses and as such was an overarching theme throughout the study. With minor exceptions there seemed to be a strong acknowledgement for a close relationship in which both process and content could be addressed (Könings *et al*, 2008). Some interviewed students reflected on how a close relationship also needed to be

appropriate, aware of the possibility of feeling threatened should this in any way be perceived as abusive (Collie, 2008).

The tutor had a part to play in the dyadic relationship and could only engage if she maintained a comfortable connection to her own feelings (Gerhardt, 2004). If she did not and was unaware of her own feelings, she found it difficult to recognise her student's feelings and this led to an insecure attachment (Bowlby, 1971, 1988; Bretherton, 1992; Lopez, 1995, 2001) between her and the student. Both Year 1 students had the opportunity to learn, from the tutor's modelling, about the boundary of non-disclosure (Bridges, 1999, 2001) (by the counsellor) of their own personal material, although both had still to learn that counsellor personal material could contaminate client material and challenge the ability to work in transference (Watkins & Dryden, 2008). In terms of attachment theories, students who had an avoidant orientation might be likely to engage in '...self-concealment because of their discomfort with intimate disclosure and their need to project an image of self-sufficiency...' (Lopez, 2001:441). Self-concealment could be attractive to those who had avoidant attachment (Bowlby, 1971) issues both in terms of self-other boundary regulation (Goodman, 1951) as well as to the Kleinian defence of splitting (Hinshelwood, 1991). However research has not yet made such connections or conclusions (Lopez, 1995, 2001).

There is clear evidence that, although the relationship must accommodate openness, the closeness of informal contact and ability to address the affective domain was paramount for interviewed students. At the early start of their training, both Year 1 students initially showed some reluctance and hesitation, perhaps unsure of the relationship available with the tutor as well as what she [student] found helped her learning. These issues were clarified at interview as the first student reflected on a wish for two-way communication in an open relationship (Berk & Andersen, 2000), wanting some levels of informality. These reflections highlighted the initial forming or establishment stage

indicative from a sociocultural constructivist perspective of the inter-psychological learning found in initial levels of mental functioning (Daniels *et al*, 2007).

Evidence from interview transcripts suggested that the students' behaviour during early stages of the course, especially at a time that the tutor was becoming acquainted, involved enactment of student transference in which the relationship with the tutor took on the qualities of earlier familial relationships (Berk & Andersen, 2001). Visualisation of professional distance (Gardner & Lane, 2010) was a factor for the second student in deciding how her relationship with the tutor facilitated her learning. This student recognised her tutor was boundaried and might not be available for a sought close relationship. Perhaps this was not only recognition of professionalism in the tutor but also, from a psychodynamic perspective, an example of the unconscious defence mechanism of rationalisation, the student defending herself against possible rejection. The risk for this student was that her feelings were not validated and did not agree with the tutor's feelings. The fear became real if the tutor reacted with disapproval and rejection. The guilt and threat of abandonment experienced in earlier familial relationships, might then be transferred on to the tutor and this could reinforce the student in suppressing and inhibiting assertiveness in order to please the tutor (Rosner & Hermes, 2006).

As the students reflected on facilitating factors in Year 2 of the counselling training course, interview texts acknowledged the essential nature of closeness with the tutor to enable learning. Both students reported they were aware of how the emotions of the tutor could affect the relationship, they were able to mentalise (Fonagy *et al*, 2002; Bateman & Fonagy, 2006) the position of the other in the relationship. The second student felt secure enough to play and to make the relationship a reality (Erikson 1965, 1980; Winnicott, 1971). It was through the process of play that the student used imagination (Stern,

1997) and tried out new ideas, that is be creative. This play enabled this student to move through the transitional stage in which she differentiated the thoughts about playing from the reality of the relationship with the tutor, that is to sever the thought from the object (Vygotsky, 1978). Play also encouraged risk-taking and intimacy (Shahar, 2011), although there was evidence that the student feared an improper or too close relationship with the tutor. However, once the appropriateness was established, she addressed her need for closeness in child-parent and child-child transactions (Berne, 1967⁴²; Shin, 2002). Evidence emerged of a desire for a parent-child relationship in which nurturing was provided and maternalism evident, such enabled transference enactment from the past (Grand, 2002).

Development in the relationship requirement and expectation occurred as student Y3A moved through Year 3 of training, although there was still ambivalence shown. There was evidence in interviewee's texts, that a close and deepening relationship with the tutor was experienced as being cathartic and encouraged learning by the student. Within that close relationship this student appreciated a movement towards equality in which both she and the tutor transacted communication from adult roles of respecting the other (Harris, 2004; Stewart, 2007). Equally, for the student Y3B, the close and supportive relationship seemed to become less essential and seemingly replaced by one that contained challenge and stimulation. However there was also evidenced discomfort with the tutor being confrontational despite an acknowledgement by this student of this necessity as the work became harder.

Directness of feedback was experienced by both students in Year 3 as being encouraging, although some performance-fears began to emerge. This new relationship incorporated challenge and seemingly had the effect of

⁴² Transactional analysis theories (Berne, 1967), with their close link to Freudian psychodynamic theories, particularly tripartite division of the mind, inform of transactions between student and tutor.

distancing the second student from the tutor, both emotionally and practically. Perhaps this student rationalised by understanding the parallel of the relationship dynamic in which the counsellor enabled the client to move towards independence (Winnicott, 1965). The student volunteered that it was because of the need for independence that her relationship with the tutor improved, with her perception of the tutor's professional distancing. Further rationalisation occurred when the second student volunteered that she considered her association with her therapist to have higher importance for her learning than her relationship with her tutor. This perhaps indicated this student's ability to move away from reliance on the tutor in her quest to cement her learning.

In Year 4 the students reflected on how the relationship with the tutor had developed, assuming a wide-ranging and non-judgmental nature (Hirsch, 2008) that incorporated both support and the space for increasing individuality. Student Y4A found encouragement in the way the tutor modelled 'how to be' (Wynne & McAnaney, 2009). The relationship with the tutor was close and strong enough to withstand problems that in the past could have proved terminal, the students had learned to cope and deal with issues that could or would not have been faced in the past and had gained a stronger sense of ego.

Issues of trust were worked through positively; the relationship with the tutor was close enough to enable this. Yet there were times when the relationship was not experienced as being close by student Y4B, when the tutor was perceived as being unapproachable, which this student found difficult and contrasted with the tutor's empathic and intuitive states. This seeming contradictory vacillation of closeness and distance, within the relationship, produced issues of power and control (Ernest, 2006) for her. However she considered the relationship with the tutor was strong enough to withstand times when it was in her interest for the tutor to exercise control.

At this final stage on the counselling course, both Year 4 students confirmed the essential all-pervading nature of a close relationship with the tutor as being pivotal to learning.

Summary

In this chapter I have examined the students' perceptions of how closeness to the tutor was experienced as enabling learning over the four years of study. Evidence emerged from all students' texts that a close relationship with the tutor was facilitative, although some ambivalence was expressed in Year 3 as the student first took responsibility for her learning, as she moved towards autonomy. However, throughout the training period of the counselling course, analysis of the extracts of students' transcripts showed that no other relationship was experienced as close, as all-encompassing and as essential to the participant student's learning as that with the tutor.

The overriding theme of the relationship with the tutor ran throughout the four year cycle and was clearly very important for student learning as it underpinned students' perceptions of facilitating factors at each stage of the course. My experience as researcher, throughout the four year training cycle, showed to me the fundamental importance of the relationship between the tutor and student for student learning. This accorded with my experience as a tutor-interviewer for initial selection of students to study counselling (Barrett & Bliss-Moreau, 2009; Wheeler, 2010) and early course involvements as a tutor.

5: Findings and analysis, Part 2, Domain 2, Student Behaviour

Introduction

In this chapter I have considered the analysis of themes contained in the domain headed 'student behaviour'. In this domain I have included emerging themes of 'Changes to self', 'Judging Tutor', 'Self-esteem and Confidence', 'Autonomy' and 'Private Life'. In all themes students' words are quoted to illustrate my analysis of their thoughts and reflections. This analysis has been presented in sequence from Year 1 to Year 4 of the counselling course, with commentary on the facilitating factors students highlighted at each stage of their learning journey.

In the analysis of students' transcripts, I have addressed the above five themes from four different perspectives. Firstly I sought to understand how students thought their natural attributes, which they called innate, affected their construction of learning. Secondly how the tutors encouraged students' personal development, including the means, techniques and tools they employed and what, as the expert other, tutors advised students to do to continue their development. Thirdly, how the experiences of the students

enabled or facilitated their behaviour. Lastly, how the students integrated the course outcomes in their learning and applied these outcome to their behaviour, for their benefit in training to become psychodynamic counsellors, which they acknowledged was an important part of their development as student therapists (Folkes-Skinner *et al*, 2010).

In the sections below I have outlined and discussed the students' views through sociocultural constructivist and psychodynamic lenses. I have utilised the concepts of interpersonal and intrapersonal planes to analyse the location of their learning that the students report. In this research, learning on the interpersonal plane is understood as students' reliance on external sources of tutor or peers for knowledge acquisition. Building on this acquisition, students integrated this knowledge and applied to their construction of learning, on the intrapersonal plane.

Theme (i): Changes to Self

Overview of theme

Changes were explained and defined by students as being the adjustments they made to their outlook, views and commitment to take on new learning and training as psychodynamic counsellors as a result of their course experiences. For the purpose of this analysis, 'changes' are taken therefore to mean the modifications, deconstruction and reconstruction (Rose *et al*, 2005) of self by participant students as they built on their previous learning. Changes to self, students made, were reported as being encouraged by learning participating in course activities and were addressed within personal development, a focus of psychodynamic counselling courses⁴³.

⁴³ There are three main foci of counselling courses, personal development, counselling skills acquisition and academic study.

Diversity emerged as a sub-theme during analysis as having played a significant part in the students' reflections on course learning experiences, as also found in research by Sue *et al.*, (1992), Wheeler (2006) and Coren (2010). In the predominately female training groups overall the composition averaged above three quarters female and maximum one quarter male, which appears to be common⁴⁴, on counselling courses as found by Lupaschuk & Yewchuck, (1998) Bondi (2006) and Norcross & Bike (2009), with only irregular representation of cultural or race diversity (Lago, 2006; Coren, 2010). Most attendees were white, middle-aged women, also a finding of Wisdom (1992). Diversity was addressed solely from the narrow perspective of participant students' experiences of cohort composition and their changing understandings of what studying and training to be counsellors in such groups meant for them.

Analysis

Year 1

In the following analysis, in addition to diversity, the sub-themes which emerged for Year 1 students, in relation to changes to self, were becoming quieter and more reflective, less anxious, boundaried, accepting, assertive and 'gaining a voice', open to risk-taking, able to challenge, generally happier, less guilty and shameful, less defensive and more mature (Honey, & Botterill, 1999). These are summarised in Table 16 below:

⁴⁴ Counselling courses show a gender composition for academic year 2009-2010 of 89% females, 11% males and 78% females, 22% males respectively at the two universities from which students were interviewed.

Table 16: Year 1 students, 'Encouraging' and 'Discouraging' factors of 'Change', listed by plane and sub-theme

Reflections on 'changes to self' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Being reflective • Becoming quieter • Being relaxed • Becoming assertive 	<ul style="list-style-type: none"> • Lacking confidence • Being anxious
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Introducing empathy • Introducing diversity • Exploring gender roles 	
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Debating gender roles 	

Reflections on 'changes to self'

At the beginning of training student Y1A established her position, volunteering '...I experience it [changes] all the time but I am finding already that I am reflecting on myself...' suggesting surprise and openness at having an ability to reflect on changes in terms of personal development. These changes were not just reserved for the course but even during the first year became integrated into student's Y2A's life, evidenced by the statement '...I am a lot quieter in taking things in with my children, my partner...'

These opening statements were concordant with self-establishing, being the first part of the process of development (Jung, 1962). At this early stage there was an attempt to change self by building self-confidence, perhaps missing as student Y1A admonished herself as she might be exposed by not being able to give correct answers '...I say to myself, don't be so frightened of the theory, just relax and read it...'

Tutor support for learners

At this early stage, student Y1A reflected on being introduced to the states of advanced empathy (Egan 1994) by '...playing the client, getting into someone else's inner world...' However these first steps might equally be

anxiety-provoking, producing a need for self-containment of students' anxieties '...I think I manage my anxiety in these situations...'

Student Y1B acknowledged the omnipresence of diversity '...it is going to be always present in everyday life...' She seemingly wanted transparency yet equally minimising its importance by rationalising '...it's there everywhere all the time anyway...' Student Y1A expressed the hope '...that there aren't taboo issues surrounding it...' The anticipatory anxiety or fear from early familial messages was expressed '...it's going to play a very important part, I think it's going to be challenging, educative...' as student Y1B started the course. Student Y1A opined '...men become more dominant when there are more men ...' although further confirming that '...finding the female is more dominant than the man...' was as expected rather than the earlier seemingly contradictory statement. Diversity seemed a theme that limited opportunities for changes to self, evidencing past familial messages had a strong influence in students' thinking.

Integration of learning

At this same initial stage, changes to self in relation to genders were made by the student Y1B '...a lot of the women are quicker to come forward and discuss their feelings, emotions than the men...' seemingly confirmed by further statement of acknowledgement that '...women tend to go off at a tangent more, whereas men will stick to the task ...' Psychodynamically, this generalisation could be considered an example of the unconscious defence of projection.

Year 2

The sub-themes which emerged for Year 2 students, in relation to changes to self, were boundaries, risk taking, personal involvement, anxiety, diversity, acceptance of self, reflection, challenge and finding a voice.

These are summarised in Table 17 below:

Table 17: Year 2 students, 'Encouraging' and 'Discouraging' factors of 'Change', listed by plane and sub-theme

Reflections on 'changes to self' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Emplacing boundaries • Taking risks • Being open • Engaging personally 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Containing anxieties 	
Peer support for learners (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Addressing racism • Sharing diversity issues 	<ul style="list-style-type: none"> • Negating diversity • Splitting genders stereotypically
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Acceptance of self • Ignoring others' views • Reflecting on required reading • Understanding need to challenge own behaviour • Taking risks • Becoming outspoken • Finding 'a voice' 	<ul style="list-style-type: none"> • Fantasising of what others think • Not investing enough time and effort

Reflections on 'changes to self'

Students Y2A reflected on changes to self being enabled by her ability to '...learn and take risks in a safe environment...' A key change for student Y2B was identified as being determined to find the '... combination of being open and prepared to engage on a personal level....' She seemed interested in the changes brought about by her personal development.

Tutor support for learners

Student Y2A reported the tutor contained anxieties '...I think it was more of a containment than in a controlled environment...' The change she made here was to realise that an environment did not have to be controlled to be safe.

Peer support for learners

Student Y2A reflected on an understanding of ‘sameness in difference’ whereby present was ‘...diversity in a group of people who all seem pretty much outwardly the same...’ This student seemed to want to change and to identify with others in the group, to be individual yet not to be different but having a sense of uniformity, which for her created belonging because it was a ‘...comfortable environment, it was majority middle class, white and female...’ Once again she reported the sense of belonging seemed important ‘...female, white is a very comfortable environment for me really but I would like to have different experiences...’ To make a change to ‘escape’ from her comfort zone seemed an aim of this student.

Course gender issues did arise, not least between the gender of the tutor and student and here transference (Loewenthal & Snell, 2006; Borbely, 2009) played an important part, the second student reflecting on a peer ‘...she was very challenged in terms of the male tutor inviting her to come out of herself...’ offering the opportunity to change her attitude to males. Skin colour was usually overt and obvious which awareness was tackled by this student without prevarication ‘...[she] was black, she did raise an issue about terminology in terms of [being] negative to words the tutor was using...’ However, student Y2A reported change was happening to herself as she seemed more able to discuss diversity issues with a peer ‘...who is black, well she did raise the question of racism...’ provided the subject was led by the other.

Student Y2B expressed concern for her peer’s ability to understand learning, particularly ‘...if English is her second language...’ Understanding the origin and development of an individual and language relatedness was reported as being a supportive factor in acknowledging diversity, while there was an attempt at rationalising, an unconscious defence, that ‘...even if someone

speaks the same language, it doesn't necessarily mean they are the same...' and negated the presence of diversity '...it doesn't feel like a very diverse group in many ways at all...' Student's Y2A proposed a more stereotypical attitude '...black being evil and white being good, that kind of stereotyping which I am trying to let go...' The determination to change herself is evident in these remarks.

Integration of learning

Through the safe, contained environment student Y2B reflected on life changes '...learning to accept who I am through my experiences on the course...' and motivations '...my perceptions of what I think that they think, there is fantasy of what other people think...' Responsibility for change in her learning and development was reflected on by student Y2A with some regret, as not '...perhaps investing as much time and effort...' as might ideally have been the case, expressing the wish '...I would really like to be reading more and spend more of my time doing this...' She recognised the wish to change but not quite being able to bring it about '...I have really attempted to actually challenge that behaviour...' and could be coupled with the other student's statement, expressing the wish in hindsight '...I would probably be more challenging earlier...' Student Y2B proposed change happened '...when you don't have a voice because you are meant to be sitting there, silent...' perhaps threatening rebellion but recognised the place of the child or student was to sit and listen without interaction. This could be an example of transference in which earlier childhood experiences were played out in the training scenario.

Year 3

The sub-themes which emerged for Year 3 students, in relation to changes to self, were self-esteem, feedback, diversity, challenge, defences and lost opportunity. These are summarised in Table 18 below:

Table 18: Year 3 students, 'Encouraging' and 'Discouraging' factors of 'Change', listed by plane and sub-theme

Reflections on 'changes to self' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Maintaining high self esteem 	<ul style="list-style-type: none"> • Insecurity, buffeted
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Giving feedback 	
Peer support for learners (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
	<ul style="list-style-type: none"> • Lack of cohort diversity • Decrease of cohort diversity
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Appreciating being pushed hard • Owning defence mechanism of splitting • Stimulated by diversity 	<ul style="list-style-type: none"> • Realising work was difficult academically • Regretted lost opportunity

Reflections on 'changes to self'

Student Y3A opened with a statement confirming her groundedness and positive thoughts about how she saw herself dealing with personal changes '...it hasn't affected my high self-esteem...' Student Y3B was less sure '...I feel a bit buffeted by it [changes]...'

Tutor support for learners

Both of the Year 3 students appeared to appreciate feedback. Student Y3A volunteered '...it [feedback] is very clear and constructive, I suppose it is developing my skills in that way...' hence identifying changes to self. The other student reported '...it is a different style and it is the way of learning that has changed from Years 1 and 2...' These Year 3 students were beginning to appreciate tutor feedback from perspectives other than direct criticism.

Peer support for learners

When addressing course issues that might bring change to self in Year 3, student Y3B had reservations '...the course is predominately female, although there are more men on this year than I experienced before...' She

volunteered both regret and safety mentioning that ‘...it doesn’t feel like a particularly diverse group...as there are only two people who aren’t white in the group...’ She expressed her opinion ‘...I think it would be a greater learning opportunity if there was more diversity in culture, race and gender...’ suggesting that opportunities to change would be enhanced by the presence of a more diverse group of peers. However she volunteered a reservation ‘...I am affected by it [diversity] both in terms of age and in terms of gender...older women I struggle with generally speaking, I need to get over that...’ She identified a change she would like to make, to be more relaxed with older women.

Once exposure to peers was experienced, regret was repeated by student Y3B at the perceived uniformity of cohort composition ‘...it would be a greater learning opportunity if there was more diversity in culture, race and gender...’ This regret was further underscored by the reflection ‘...certainly the cultural diversity has decreased a lot...’ Longing for previous course experience was expressed ‘...the make-up of the group in terms of culture, there was much more diversity in the first year, I certainly developed more then...’ Perhaps this was recognition of the how attractive the past was (idealisation), denying the reality of any earlier negative experiences which had encouraged changes to herself.

Integration of learning

For student Y3A, when she perceived she has been pushed the hardest, or was in the most area of discomfort, that change was best experienced ‘...running up a hill is actually the most satisfactory...’ in terms both of skills and theory acquisition as well as personal development. She stated she thought ‘...the pitch of the work, it’s too academic...’ and student Y3B reported she found ‘...the work is very difficult...’ The changes they had made had enabled them to report success in a difficult environment.

Student Y3A was able to reflect on her self-esteem in a way that suggested maturity began to feature, denying substantial change in the way she was perceived by other people ‘...maybe [it] makes me adjust my perceptions a little...’ Perhaps there were elements of the defence of denial, equally it might be considered some satisfaction was felt by the student in changing to reach a stage in which some maturity has been attained. Well into the learning journey for student Y3B, externalisation remained seemingly more comfortable than ownership of personal defences and application to self ‘...as time goes on I can see the splitting becomes clearer...’ Here change is apparent in her developing sense of identity as she benefits clinical working.

Student Y3A found changes to herself occurred from a cohort with a diverse culture, as it was ‘...stimulating and interesting to be around all those people from different countries...’ which perhaps showed the benefit of having enrolment policies that encouraged students from different countries and backgrounds. The second student concluded there was a lost opportunity for change ‘...that’s not quite the same now, it’s a shame really...’, her understanding in Freudian terms the ‘messaging-up’ of the institution, with which the student associated, resulting in introjected shame for her.

Year 4

The sub-themes which emerged for Year 4 students, in relation to changes to self, were humour, goal-setting, peer interaction, theories, objects’ relations, self-development, frustration, maturity, personal therapy and again, diversity. These are summarised in Table 19 below:

Table 19: Year 3 students, 'Encouraging' and 'Discouraging' factors of 'Change', listed by plane and sub-theme

Reflections on 'changes to self' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Being humorous 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Establishing goals 	
Peer support for learners (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Confirming similarity 	
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Reflecting on individual nature • Applying theories to self-development • Reflecting on internal worlds/objects • Philosophising on self-development • Verbalising increased maturity • Musing about personal therapy • Reflecting on diversity 	<ul style="list-style-type: none"> • Frustration at pace of learning

Reflections on 'changes to self'

Student Y4B reflected how she used humour unconsciously as a defence mechanism, particularly when not being quite sure what was acceptable, she stated '...humour is a big part of my life, I need to be careful as I like to get 'pickled' by things...' Change for this student was reacting differently and not let a natural propensity for humour block her learning.

Tutor support for learners

Student Y4B reported she acknowledged changes to self would happen because '...what they [tutors] wanted us to do was to acquire new skills and to learn theory as well as become more self-aware...' The goals of her tutor encouraged this student to reflect on changes to self.

Peer support for learners

Acceptance that age in her peer group was not perceived as a barrier to learning, was volunteered by student Y4A '...I am one of the eldest in my group; there are a few of us unfortunately 'of a certain age and of a certain

sex’...’ although identification of similarity still provided that buffer against singular exposure and attack on the ego. The need for change to herself by belonging and accepting syzygy (Jung, 1969, 1991) and identification was also acknowledged ‘...I have found out how same we all are in lots of different ways...’ and it was interesting here to note the part played by peer students in her learning.

Integration of learning

For student Y4A some frustration at the progress of learning was volunteered, ‘...I would like it to happen quicker [laughs]...’ suggesting she considered she did not have full control or responsibility for the changes in her learning.

Both Year 4 students showed some understanding of intramental development, student Y4A positing ‘...the basis it comes from is the idea that we have a nature we are born with...’ and psychodynamically ‘...the life and death drive, that kind of thing...’ This manifested in student Y4B, when reflecting on changes and personal development as ‘...working through this guilt and punishment thing, judgementalism and everything like that...I am aware of that part of my personality...’ Student Y4A was able ‘...to understand that is a change I have made...’ although issues of responsibility still lingered in her reflections that change happened without responsibility, that is ‘...my behaviour, whether or not I do want to change it or don’t want to change it...’

Understanding internal process including defences came from student Y4B (who had also participated in the pilot study) ‘...well that makes me think about my internal world and my internal objects, what I do with how I split...’ Key Kleinian ideas included the emphasis on biological drives and instincts (Hinshelwood, 1991). The infant experienced the ‘death instinct’ as a fear of death or annihilation (Mills, 2006), identified by student Y4A as ‘...working through this guilt and punishment thing, judgementalism and everything like

that...’ Fear of this destructive impulse within infant's self was transferred to an object that seemed overpowering and uncontrollable in the helpless infant's fantasies, ‘...I think she was fulfilling a fantasy for me really, she was a stable secure person, that fantasy maternal figure who I could trust...’ This student was able to reflect on these concepts at a deep level, building on her experiences in the pilot study where she externalised fantasies, as now she applied the fantasies to self, suggesting ‘...what resonates with me is the idea of positions as well and splitting, I know I tend to see things in black and white...’

These two students reflected further on the way in which course experiences enabled increasing maturity. Student Y4A mused ‘...I have changed through going to my own personal therapy I know that I am making changes towards the way that I perceive myself...’ There was recognition of personal development, which has been a strand in this research, addressed throughout the thesis ‘...having written a philosophy statement and also cited that it was how I was feeling at that time, knowing that it [belief] will develop and grow and either change or deepened...’ The increasing maturity was verbalised in this student’s reflections ‘...I want to see myself as a grown-up...’

Student Y4B showed an ability to think intrapsychically in viewing diversity in specific and general forms of ‘...big ‘D’ and little ‘d’, [there were] massive differences, then also the subtle differences...’ The denial statement by this student that ‘...Catholic and Muslim, you can hardly put a ‘fag’ paper between them...’ carried on the theme. Denial of diversity, or perhaps of being affected by diversity issues, was stressed again ‘...I didn’t actually perceive the difference, to me it wasn’t a factor, but then I had to make it a factor because it was for them [peers]...’ This was perhaps countered by further reflection ‘...two people from the same family, the same school or the same street and the differences in the context are huge, absolutely massive...’ as she reflected on the enormity of diversity and its omnipresence as ‘...in a

room full of people that look pretty much the same, there is huge diversity...'

The opportunity for personal development was appreciated more fully by student Y4B at the end of the course '...changes so I can be happier being me...' who also reflected that '...I want to change ways of relating basically to the other and also to myself...'

Both students concentrated on their own personal development when reflecting on the theme 'changes', mainly eschewing the parts played by the tutors and peers. Perhaps this indicated a stronger reliance on self and understanding of their movement towards autonomy in learning, accepting that their only responsibility is change to self.

Discussion

Both students in Year 1 reported that training as counsellors was substantially enhanced by the tutor's abilities to contain students' anxieties and by the students' ability to reflect on and experience personal development, not least in their capacity to become reflective, considered an essential process in clinical practice. At the initial entry point in Year 1, both students saw changes to self not only with some surprise but also a realisation that changes occurred throughout and to all their lives. This perhaps mirrored the early psychodynamic developmental stage in which basic trust was tested (Erikson, 1980), trust of others and in particular the tutor. The ability of these Year 1 students to self-trust was shown as they experienced the early stages of learning, once confidence had been built and risk-taking became more acceptable.

Diversity was viewed with some trepidation as student Y2A commenced training, identified particularly as challenging. Within the challenge was contained the fear of the unknown, diversity was everywhere and gender roles were surfaced, as Barbará's (2003) research findings suggested, were typical.

Perhaps this was as expected, as it was apparent that the two students starting training (Y1A, Y1B) reported they tended to see diversity as being externalised and applied to society rather than self. Individually, each student did not know what she did not know, a feature of this early stage, about what might be acceptable when talking about diversity,

The concept of diversity within her peers was only applied to self after the initial training, seemingly once the initial fear and anxiety of the unknown had been overcome. Once the student became conscious of addressing diversity through her image of self and her own world-view, the student could metaphorically 'lower her barriers' and take the risks of being undefended and genuine. Student Y2A was able to reflect on an understanding of 'sameness in difference' whereby present was diversity in a homogenous group. Sameness in difference did not indicate the manifestation of sameness of two beings (Vygotsky, 1931), other than in the sense of low level classification. Nor was the idea of sameness in different forms acceptable as '...thinking in its phylogenetic and ontogenetic aspects did not...assume the idea of a parallelism between various processes...' (Vygotsky, 1931:362).

Although gender stereotypes (Jung, 1969) of masculinity and femininity played an important role for students as well in terms of Jungian archetypes, race colour seemed to reinforce the student Y2A's stereotypical thinking, in terms of perceived right and wrong, black and white, with connection to the Kleinian defence of splitting (Hinshelwood, 1991). It is a moot or debatable point whether this internalisation was the product of the student reacting to her environment or whether she thought her intrinsic nature decided and defined her strategies and coping mechanisms. Proposers of attachment theories (Bowlby, 1971, 1988; Holmes, 1993, Steele & Steele, 2008) suggested an application of these two states in equal measure, of one hundred percent nature and one hundred percent nurture (Scroufe, 1998).

Some learning had taken place in Year 2, the students reported they became conscious of what they did not know, recognised as a key indicator of development from unconscious to conscious competence (Robinson, 1974). The sought-for engagement referred to the emotional quality (Salzberger-Wittenberg, 1983) of the student's active involvement in the identified task (Reeve *et al*, 2004). That this personal engagement was a desired change was stated by the student and such engagement suggested this changed behaviour contributed to the student's learning and development (Wellborn, 1991; Reeve *et al*, 2004).

Wanting to be more responsible for her learning was reported to be a feature of Year 2 stage and clearly suggested deepening of the ability to be reflective and thinking not only of the task but also of meta-learning, or the process of learning. This heightened awareness of learning responsibility had the potential to happen with or without the control of the student; where learning happened in the ZPD, material emerged into the consciousness through many different connections or 'light-bulb' moments and in many different ways. As Vygotsky (1925) reflected, most poetically, consciousness entered through the door if the window was barred, so provided the student placed herself in a learning environment and was prepared for change, change happened. It was within the Year 2 student's ability to recognise this process and to keep an open mind to change. Wellborn (1991) proposed that such belief in the process had the capacity to become the pathway to further learning and development.

As the Year 2 student continued work in the area of her personal development, she became more confident and established herself in both group and dyadic settings. This was noted particularly as a change during the early stages in her learning. She was able to test changing behaviour and working with others to surface her previously unconscious defences. She was able to plan her time and matched study application of her effort to her desired outcome.

In Years 3 and 4 of the course, the students clearly built on the developmental work undertaken during the earlier stages. There was appreciation of the difficulty of the work offset by an increased determination to benefit from being fully extended. This extension occurred as a result of starting clinical placement with real clients and the change this brought in areas of increased responsibility. These students have begun to apply psychodynamic theories to their clinical work, understanding the processes involved, which included reflecting on how the clients' unconscious use of defence mechanisms informed the work with clients. This change was brought about by the students experiencing a dyadic counselling relationship and reflecting on their progress and abilities as student counsellors.

Towards completion of training in Year 3, both students evidenced integration of the ability to work with clients, without having constantly to wonder about their skills, thus showing movement towards unconscious competency (Robinson, 1974). Student interviewees evidenced being able to reflect on their own development from an undefended perspective and applied to self without prevarication. They showed awareness of how these internal processes informed their personal development as well as their clinical work.

How the student interviewees recognised change might be concordant with their experience of the various components of the course structure. Both Year 4 students talked of internal worlds, an area which was focussed on by many psychodynamic theorists, including Klein (1946). Thus in Year 4, student Y4B particularly was able to reflect on the changes brought about by personal development, very much missing from reflections of students during earlier stages in the course. The ego and superego carried on functions previously performed by parents or others. She had built on her pilot study experience of sharing and reflecting viscerally, to opening up and exploring at a deep level how she made changes and the unconscious processes which facilitated this change.

The good breast became the focal point around which the ego developed. The infant deflected life instinct and death instinct on to external object (for example the frustrating or gratifying breast). This manifested in student Y4B when reflecting on changes and personal development as to becoming less judgemental and less defensive. This more accurate projection of the student, or recognising responsibility for change, was missing from the Years 1, 2 and 3 students (as above).

The students at the end of the course (Year 4) had begun the process of separating from the tutor and working towards independence (Winnicott, 1965) and autonomy in learning. They have begun the process of developing an ego that was free from the demands of the superego, taking some responsibility for self and being careful about projection accuracy. Most of all these two Year 4 students evidenced the change from immaturity to maturity, being able to produce core philosophical statements that stood the rigours of tutor scrutiny.

Summary

The changes made by students included an early stage change in which they became quieter and more accepting, which was perhaps indicative of the deconstruction or 'emptying' process, to make room for new learning. The next stages confidence was found as the student started working in clinical placements. The final stage evidenced change as the student became more reflective and philosophical.

Theme (ii): Making Judgment of Tutor

Overview

The focus of this theme was the process of students making judgements of tutors rather than the type or scope of the judgements themselves. I also

acknowledge the ability of these students to make such judgements. In this connection student assessment of self and peer, as also suggested by Sobral (1997), is considered an essential element of a counselling training course and was generally encouraged as part of the student's personal development (Cozolino, 2006; Harris, 2008). This assessment was on-going and featured in various assignments submitted throughout the four-year learning cycle. Sobral (1997) and Ward *et al* (2002) undertook research which found students became used to assessment and usually performed adeptly in its application. Students often showed at research interviews they understood the difference between making judgements of the tutor and being judgmental, the subject of reflection and analysis.

Overall it seems that students valued the opportunity to judge the tutor, which process they reported contributed beneficially to their learning experience. The main areas of judgement are shown in Tables 20-23 below.

There was also a requirement for students to reflect on the performance of the tutor throughout the four-year training course, which was part of students' ability to use the skill of feedback, see above. This assessment was often performed through the use of set headings as Table 53 (Appendix 2, page 347)

When tutors introduced an innovatory way of teaching students, who have previously experienced only prescriptive or didactic styles of delivery, allowances have of course to be made when assessing or judging the tutor because those students were out of their 'comfort zones' (Bridges, 2001). Initial assessments by Year 1 students were valuable, as were those of more advanced students, as they gave a snapshot of tutor performance at the particular time. The tutor could consider the feedback and adjust and develop his tutoring style accordingly, understanding innovations invariably needed adaptation or fine-tuning, based upon initial feedback (Kember & Wong, 2000).

Making judgements of the tutor carried an inferred contradiction as students on counselling courses were tutored not to make judgements of clients, to be aware that the client was valued as a person and it was the client's actions or behaviours that might be unpalatable. In the narratives, students reflected on their ability to judge the tutor's performance and how they [students] constructed their conclusions included reflection on difficulties of judging the person of the tutor or teacher especially as she was the person assessing the student. Thoughts also included and sometimes seemed to be confused with being judgemental. Both positive and negative elements were offered.

Analysis

Year 1

The sub-themes which emerged for Year 1 students, in relation to judging the tutor, were self-belief, trust, competency, objectivity, classroom discussions, value judgements, opinions, personal development and modelling. These sub-themes are summarised in Table 20 below:

Table 20: Year 1 students, 'Encouraging' and 'Discouraging' factors of 'Judgement', listed by plane and sub-theme

Reflections on 'making judgements' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> Self-belief 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> Being trustworthy Being competent Being objective Focus classroom discussions 	
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> Making value judgements Offering her opinion Reflecting on personal development Reflecting on tutor modelling being a counsellor Understanding critique not criticism 	<ul style="list-style-type: none"> Offering negative opinions

Reflections on 'making judgements'

Student Y1A started with self-belief, not understanding the unconscious defensive projection of talking for others '...we all naturally have opinions inside of ourselves, it's how we choose to act...'

Tutor support for learners

Student Y1A stated '...I would like her [tutor] to be competent and she was...' When questioned directly about any perceived conflict when judging the tutor, this student accepted ambivalence '...I don't think that is easy because there is a dichotomy there...' This challenge or dichotomy was rationalised, again with Freudian oral stage themes evident '...I am viewing it as if there is a trust and there are boundaries that I can be the student...' expressing the wish that '...she is objective as a tutor...' Perhaps this evidenced idealisation of the relationship, if not of the tutor.

In student Y1A's comments there was recognition of the tutor's ability to decide on whether class conversations should be best directed to continue unabated with learning emerging '...I would hope that the tutor would bring the discussion back...'

Integration of learning

Reflecting on free discussions student Y1A stated '...perhaps there was no need to focus the subject because what was being said was valuable...' Perhaps this was indicative of times when student assessment of the tutor's abilities was positive or the tutor was undertaking a task identified as being positive, seemingly therefore she was more able to make a value judgement '...something about making valued judgements, what's valuable for me...'

When asked to reflect on making judgements about her tutor, student Y1B approached her response from a reflexive perspective, volunteering the

question ‘...is it more how am I able to give my opinions?...’ This student attempted, unconsciously, to deny she was actually judging the tutor ‘...I wouldn’t say it was making a judgement on my tutor...’ in the ‘...hope it would be picked up as not judging my tutor or making an opinion of her...’ but merely pointing out ‘...what I have picked up or wanted to say that I am helping myself and maybe the other members of the group...’ Both rationalisation and denial are evident in these excerpts, both being examples of unconscious defence mechanisms. When asked if her opinion was taken as a judgement by the tutor the clear response was ‘...we are all human and if it comes across that I am making a judgement on her then we would be able to talk about it...’ again clear evidence of unconscious denial and rationalisation defences.

During the interview student Y1A thought it was acceptable to offer an opinion or judgement on the tutor who was assessing her ‘...I personally feel for me it would also be developing me...’ considering it was also a chance for her to develop from the process of making a judgement. The ability to offer judgement on the tutor’s performance in a non-threatening way was addressed by student Y1B ‘...I do offer opinions, sometimes they can be dressed up a little to make it easier...’ who seemingly felt uncomfortable at offering negative opinions. Perhaps a fear of upsetting the tutor came into play, this fear ameliorated when judging the tutor’s non-striking dress style (important when mirroring the counsellor’s wish not to provide an agenda for the client) and professional distancing ‘...is probably a good thing because it won’t take away the attention from a client...’

When questioned about what enabled ease of judgement of the tutor, student Y1B talked of how assessment was on-going and agreed that judgement could be considered critique rather than criticism ‘...because that is how it is, that’s what we do...’ She accepted it was maybe less about being right or wrong,

more about the process of how comfortable she was in making a judgement on someone who was assessing her ‘...yes certainly that is how it is...’

Year 2

The sub-themes which emerged for Year 2 students, in relation to judging the tutor, were value, assessment, difference, boundaries, openness and positivity. These sub-themes are summarised in Table 21 below:

Table 21: Year 2 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Judgement’, listed by plane and sub-theme

Reflections on ‘making judgements’ (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Seeking value for money • Assessing tutor through use of a grid • Understanding difference in relationships 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • By being ‘professional’ and boundaried 	
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Separating judging tutor from judging clients • Being open with self • Being positive about making judgements 	<ul style="list-style-type: none"> • Wrestling with negative judgement

Reflections on ‘making judgements’

Student Y2A responded differently to Year 1 students when confronted with the perceived dilemma of making a judgement of the tutor who was assessing her, rationalising this by seeking a reason ‘...there is a difference in the relationship, because I made a choice and I paid and invested time and money and energy to go on that course to give me skills...’ Value for money became the arbiter and expectation by which this student judged the tutor and the image of the grid (Table 53, page 347) was recalled ‘...I have an expectation that the person delivering those skills to me will be ticking boxes for me...’

Student Y2B reported she understood the parallels and differences between the student-tutor relationship and the counsellor-client relationship ‘...there

is a distinction in the relationship...the two relationships...' She rationalised '...I make judgements every day about lots of things, lots of people and about lots of situations...'

Tutor support for learners

The importance placed in the tutor to be professional could be surmised in the second Year 2 student's reflection '...what I hope to gain and what I am getting from the professional boundaried person [who] is teaching me....'

Integration of learning

Student Y2A reported she was aware of the need not to make judgements in the counselling relationship and this seemed not to affect her ability to judge her tutor '...as long as you are aware of those judgements and they don't impact as a counsellor on the relationship with a client...' Making judgements became part of her natural behaviour in which she was aware and mindful of the need to be '...open with yourself and then there is no right or wrong answer...' Student Y2B did wrestle with offering a judgement that could be deemed as criticism, especially as she considered she learned much from the tutor '...I don't have much negative to say about her anyway [although] she has limitations...' which perhaps acknowledged the student's need to be seen as being loyal and supportive of the tutor and which was further underscored by her concluding comment '... I haven't felt any negativity towards her, I want overall for there to be a sense that she did a good job...'

Year 3

The sub-themes which emerged for Year 3 students, in relation to judging the tutor, were ease, parallel processes, and reflection. There were no discouraging behaviour reported by students. These sub-themes are summarised in Table 22 below:

Table 22: Year 3 students, 'Encouraging' and 'Discouraging' factors of 'Judgement', listed by plane and sub-theme

Reflections on 'making judgements' (intrapersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Ease, without problem • Recognising parallel processes
Integration of learning (intrapersonal plane)
<i>Encouraging factors</i>
<ul style="list-style-type: none"> • Reflecting on judgmental nature • Separating judgement of tutor from client • Ease of judging tutor

Reflections on 'making judgements'

Student Y3A acknowledged '...I don't have a huge problem with making judgements to be honest...' The student understood '...in some ways...this tutor-student relationship is an attempt to recreate a counselling type situation...' Recognising this parallel process helped this student to define and contain the perceived dilemma '...I feel that the counsellor is at liberty to discuss it [judgement] with whoever they like...' Student Y3B was able to approach the subject from a positive perspective, understanding the tutor's role '...as tutor-cum therapist...' This student was able to make judgements and offer opinions about the tutor without prevarication, because '...it is in many ways a scenario as a counsellor...'

Integration of learning

For student Y3B there remained the generalised understanding that as a student, or indeed human being, that '...as much as we would like to think we are not judgmental, we are...' and for the practising counsellor '...the challenge is that it [being judgemental] doesn't come into the work with the client...' There was no reservation or seeming difficulty when trying to be as non-judgmental a person as possible and this Year 3 student could overcome the seeming contradiction and judge her tutor, as '...when someone asks me to be judgmental I am quite happy to do that...'

Year 4

The sub-themes which emerged for Year 4 students, in relation to judging the tutor, were compliance, ability, reflection, interpretation, process, differentiation, challenge and inequality. These sub-themes are summarised in Table 23 below:

Table 23: 'Encouraging' and 'Discouraging' factors of 'Judgement', listed by plane and sub-theme

Reflections on 'making judgements' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Being compliant • Able to accept and make judgements 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
	<ul style="list-style-type: none"> • Poor ability in selection process • Inability to see students struggle
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Reflecting on human nature • Interpreting judgements • Being informed by process of making judgements • Debating definition of judgement • Differentiating being judgmental from judging 	<ul style="list-style-type: none"> • Negative connotation • Unnerving if meaning wrong • Not know what is being sought • Inequality of relationship

Reflections on 'making judgements'

Finding her reason for making the judgement assumed primacy and being able to vocalise her thoughts at interview seemed important to student Y4B '...absolutely the reason why I have been able to make the judgement on my tutors is because I am being asked to...' Thus pleasing the interviewer seemed important at this stage, being compliant.

Generally student Y4A student was relaxed about being assessed by the tutor '... you have to put something down on paper and it has to reach certain criteria...' as well as judging the tutor's capabilities and performance, with humour '...if I have done well I judge them to have done a jolly good job, if I haven't done well they haven't being doing their job properly...'

Tutor support for learners

Although the focus of this analysis was on the process of making judgements, it was useful to consider factors that Year 4 students found unhelpful in the tutor, as this comes from a grounded position after considerable experience of the tutor. One such reservation student Y4A reported was that tutors seem to ‘...love lame ducks...’ acknowledging that ‘...this is probably going to say more about me...’ which somehow ties in with valuing the course. The student continues in the vein of questioning the tutors’ judgements ‘...sometimes there were people who I felt shouldn’t have been on the course, who were always going to be struggling, who were not okay mentally for it...’ The ability of this student to make judgements was further confirmed ‘...it was the wrong place for them and sometimes I would be frightened [as] those people were on the course, none of them finished it...’ Also the tutors’ part played was questioned, as a form of judgement ‘... I felt that sometimes [they] couldn’t see the wood for the trees, why couldn’t they see that this person was struggling, that I found difficult...’

Integration of learning

Student Y4A reflected on the process of making judgements, her counselling training informing her ‘...because I learn not to make judgements, however I think it’s human nature to make judgements...’ This was not the important issue, what this student focused on was ‘...actually what you do with that judgement...’ She explained this by believing ‘...it’s not speaking out but it’s what you do with it as in how you interpret it...’

Student Y4B reflected on the reasons behind her mental processes rather than the process itself ‘...if I have made that judgement, why I have made that judgement and what does it tell me about what’s happening?...’ More importantly, she volunteered ‘...because it’s a reflection on how that

relationship has impacted on me, which I hinted at earlier...’ This seemed an example of this student building on her pilot study experiences.

There was acceptance by student Y4A that her assessment of the tutor’s abilities ‘...is a judgement but it also feels like a reflection and a comment opposed to a judgement...’ seemingly perhaps that for this student the word ‘judgement’ carried negative connotations, understanding ‘...that is because of the way I have addressed it [judging the tutor] doesn’t feel like a judgement without grounding...’ She was able to reflect on this with considerable insight ‘...it is actually almost as difficult to talk about the positives as it is to talk about the negatives...’

For this student here were still the remnants of belief that making judgements was negative ‘...judgement in my head has always been a critical thing whereby passing a judgement on somebody is being a negative rather than a positive...’ although student Y4B recognised her own responsibility in understanding that it was the ‘...term judgement which I considered had that negative connotation...’

Student Y4A settled on the understanding that was the term being judgmental which had the negative aspects rather than making judgements of the tutor ‘...judgement in my head has always been a critical thing whereas being judgmental is being negative rather than positive...’ She recognised she had difficulties in this area ‘...I know I haven’t talked very much about the negatives, mainly because I don’t feel like there were many...’ On the other hand she recognised perceived weaknesses and questions her ability to make objective or impartial judgements because of possible positive transference or even the projected defence of idealisation ‘...I don’t know if that’s because there genuinely wasn’t [negative features] or if it is because I have the tutor in some sort of [high] esteem...’

Student Y4B reflected on how an element of assessment had been experienced as being an ‘...unnerving thing, not knowing that the things you are doing and saying have different meaning to somebody else and what they are looking for...’ Recognition by this student that the tutor was in the position of the more experienced other (Vygotsky, 1978) which was seen as an insurmountable disparity ‘...the trouble about the wisdom of the tutors is that they have this higher knowledge and they are informed that what you are doing means this, that and the other...’ militating against her ability to judge the tutor. Student Y4B might fear her inability to judge the tutor ‘... even when you think you have a degree of knowledge yourself, you haven’t got the degree of knowledge that they [tutors] have got....’ Thus her ability to compete with the tutor and make a judgement from the perspective of being somehow equal, even as she moved towards independence, was questioned by her as she acknowledged her own lack of control in the relationship with the tutor ‘...she will always have that power, she will always have that...’

Discussion

During the reflective interviews both the Year 1 students evidenced some ability to state what was wanted in the relationship with the tutor and were able to begin separating the difference between criticism and critique when making judgements. The request for tutor competence (Boreham, 2002) is addressed elsewhere but it was a significant request at this early stage of learning both in terms of Vygotskyian constructivism, that is the expectation that the tutor was the more informed other and psychodynamically that the student might find trust and confidence in the tutor’s ability, features of the Freudian early oral stage of development.

The Year 1 students showed an understanding of the difference between a learning and counselling relationship, which implied a potential to separate personal material from client material, an essential element of counselling

skill, so as to prevent possible countertransference contamination in the client dyad. This perhaps was indicative of times when students' assessments of the tutor's abilities were positive or the tutor was undertaking a task identified as being positive, seemingly therefore she was more able to make a value judgement. Again there seemed possible evidence here of avoidance and intellectualisation, other unconscious defence mechanisms.

In Year 2, both students, having at least a full year of experience with the tutor, approached making judgements somewhat differently. Seemingly value assumed primacy, both in terms of value for money and what could be learned from the more experienced and professional tutor. In judging the tutor, professionalism encompassed both content knowledge and elements of altruism, accountability, duty, excellence, honour, integrity and respect for others (van Mook *et al*, 2007), all implicit in the Ethical Framework (BACP, 2002), to which both course and students subscribed. Student Y2B was able to be assertive in evaluating the tutor's ability to deliver what she, the student, wanted while still understanding the parallels and differences between the student-tutor relationship and the counsellor-client relationship. The student was able to judge the tutor, but also appreciated that part of what she learned was not to make judgements as a counsellor. The familiarity expressed might be an escape into rationalisation but might also be an indicator of deeper understanding of the benefit gained in the ability to make judgements.

These two Year 2 students reported a need to be loyal to the tutor and not to judge her negatively, which evidenced change from the more defended students from the earlier stage of training. Student Y2A defended her position when assessing the tutor who had in turn ostensibly been assessing her continuously for two years. She did not seem comfortable with the process and did not want me, as the interviewer, to be left with the impression that she disapproved of her tutor in any way.

In Year 3 both students showed a more assertive stance, recognising immediately the parallel process of the client-counsellor relationship being reproduced in the student-tutor relationship. At this stage students were able to comment on ease of making judgements about the tutor's abilities. This seemed to be resultant from increased confidence brought about by the commencement of clinical work and the knowledge that as student counsellors they were effective as counsellors in the counselling dyad.

These two Year 3 students witnessed and participated in connecting theory to practice (de Laat & Lally, 2003) and understood how application of theory informed practice. These steps towards conscious competence (Anderson *et al*, 2003) in their ability to counsel effectively, reinforced and reaffirmed the Year 3 student counsellors' skills, on which they continued to build in the ZPD with the participation of the tutor, supervisor and to a certain extent the therapist, if contemporaneous therapy has been mandated into the counselling programme. At this more advanced stage some confusion existed between the state of being judgmental and the skill of making judgements, which would be addressed by both students in their final year.

Generally the Year 3 students were composed and applied logic rather than emotion to the subject of making a judgement on the tutor's abilities, despite having started clinical experiences in the counselling room of not making judgements on their clients. The importance of addressing the problem of a tutor seen in dual roles is discussed elsewhere, however student Y3A clearly perceives the tutor-student relationship in the same light as the counselling relationship. This student was able to make judgements and offer opinions about the tutor without prevarication. Thus, rather than being defensive and rationalising the problems of judging the tutor, she was able to accept the similarities of the parallel process and confirmed it was not a problem to comment on how the tutor performed.

The challenge for the final stage students, of making a judgement about the tutor, seemed to be approached from the higher level of mental functioning or intrapersonal level, in which the individual internalised the thinking and understanding and appropriated it to self (Vygotsky 1978; Daniels, 2005). During earlier course involvement the two students experienced learning at the interpersonal level, which required the support of the tutor as the more experienced other in a course [social] environment (Vygotsky, 1978).

The higher level mental functioning, on deconstruction comprised many parts of lower mental functioning. A student could only function on an intrapersonal level once the sedimented knowledge and experiences have been mediated to the student in the ZPD and she has integrated her learning in a social context at the interpersonal level. These different levels of mental functioning were central to Vygotskyian thinking. This application of knowledge to self was evidenced by the second Year 4 student's debate of how her judgements of tutor were used, especially how the process informed the student about self. This higher level functioning seemed a factor of increased self-awareness and personal development.

At this higher level of functioning this student understood that the sense of the word 'judgement' changed, dependent on context. The student's understanding is informed by Vygotskyian thought that the progression to inner speech included both the meaning of the word and the sense in which the word 'judgement' was used, with meaning sublimating to sense. This student used this inner speech process as an interface between her cultural system and her private language. She reflected on how judgement acquired its sense from the context in which it appeared and she seemed to appreciate that in different contexts it changed its sense. This was evidenced by her debated thoughts on positive and negative judgements on the tutor, in which no firm decisions (Davies, 2001) were made, she was able to live with the dilemma of uncertainty (Ulman, 2001).

Student Y4B was able to reflect on responsibility for decisions made on the course and included these reflections when judging her tutors' performances. This feedback was essential for continued course development and in the wider sense of adding value to the presence of psychotherapy training in universities and their role in society (Wheeler & Miller, 2002). She was able to include her own interpretation of the tutor in her role, which was an example of an advanced counselling skill to which this student had been introduced and indeed started the process of applying this skill to her work in her clinical settings.

It was the impact on the student that had resonance for her rather than performing a task because she had been asked to do so, maybe this was emergence of greater self-awareness and increase in attendant self-esteem available to the student as she completed her learning journey. The impact mentioned might be considered less in terms of the behavioural (Strupp, 1979) nature of reflexology and perhaps more as an increased awareness of how she managed events and experiences, evidencing increased personal development. As she completed her training this student was able to reflect on the positive sense and apply her deepening experience and skills ability to herself in her personal development.

For this student it was really about how difficult it was for her to give a genuine opinion about a tutor from whom she had gained much knowledge and development, certainly being able to disclose negative aspects as well as positive aspects was one part of the difficulty. This suggested the two Year 4 students, at the end of the learning journey, assumed equality with the tutor not found in students from earlier years. Perhaps this evidenced movement towards autonomy and independence achieved through an experience of a safe base (Bowlby, 1988).

The ability to approach death without fear had the strength Erikson terms 'wisdom', suggesting this was a gift to children, because '...healthy children will not fear life if their elders have integrity enough not to fear death...' (Erikson, 1950:269). Eriksonian psychosocial theories posited that a person must be somewhat gifted to be truly wise, but preferable was the suggestion 'gifted' was understood in as broad a fashion as possible. There were people of very modest gifts who have taught a great deal, not by their wise words, but by their simple and gentle approach to life and death, by their generosity of spirit. The maladaptive tendency, at the end of the life cycle and perhaps at the end of the counselling training course, was presumption. This was what happens when a person 'presumes' ego integrity without actually facing the difficulties presented. The malignant tendency was called disdain, by which Erikson (1950) means contempt of life, one's own or anyone's. It seemed the student Y4B might fear presumption and disdain in making judgements of the tutor, that she did not have the wisdom because she could not compete with the tutor's knowledge.

Summary

Judging the tutor generally seemed an activity which encouraged learning which was reported as a helpful experience by students when preparing assessments of clients in Years 3 and 4. In the first two years of study some discomfort was reported at judging the person who was to assess her (the student's) progress. However the fear or anxiety faced by some students starting their training, in making judgements of tutors, was somewhat ameliorated by use of a standardised form, knowing that all peers were using this also. There was also the opportunity to offer assessments anonymously which removed the fear, real or imagined, of possible retribution. The students, during all stages, exhibited recurring use of unconscious defences in many responses, sometimes with reliance on denial of similarity or parallel process between the student-tutor and client-counsellor relationships.

Theme (iii): Self-esteem and Confidence

Overview

Within this analysis some particular sub-themes materialised and one of the themes that emerged very strongly, from student interviewees' texts, was the growing sense of self-efficacy (Grier-Reed & Skaar, 2010) of students' ability to develop their identities as psychodynamic counsellors. In this thesis, 'self' has been defined as the students' sense of social being and ability to relate and interact in her context. The word 'sense' was used to convey what the student thought and felt about who she was, which could sometimes be difficult to communicate in words.

The students generally strove for an integrated sense of self both psychologically and socially (Vygotsky, 1986); that was a sense of wholeness characterised by the integration of mind and social role behaviours in relationships (Mackey, 2008). Additionally, students applied this perceived increased self-worth to their wider lives. Students reflected on increased confidence in their belief that they have acquired a higher level of assertiveness (James & Coleman, 1998) and became more able to self-regulate and formed the wished-for identity in their sociocultural domains.

Psychodynamically endings remained important and were always addressed in the counselling relationship. Tutors encouraged students to reflect on how they dealt with endings, with relevant exploration about self and attendant personal development. From a Vygotskyian perspective the challenge for the student to maintain an identity in the changing cultural circumstance, in which she was no longer supported by tutor and peers, was something she addressed as she furthered her work as a psychodynamic counsellor.

Students reflected on the presence or absence of self-confidence in their abilities to train as counsellors and indeed in their wider lives. I have utilised

the concepts of interpersonal and intrapersonal planes to analyse the location of their learning that the students report.

Analysis

Year 1

The sub-themes which emerged for Year 1 students, in relation to self-esteem, were confidence, commitment, strengths, responsibility, knowledge, support, theories and peer groups. These sub-themes are summarised in Table 24 below:

Table 24: Year 1 students, 'Encouraging' and 'Discouraging' factors for theme 'Self-Esteem' listed by plane and sub-theme

Reflections on 'Self-Esteem' (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> Increasing confidence Building self-esteem Being determined Recognising strengths 	<ul style="list-style-type: none"> Reluctance to take responsibility Historic lack of self esteem
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> Being knowledgeable Being supportive 	
Peer support for learners (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> Discussing theories Group discussions 	

Reflections on 'Self-Esteem'

There was initial reluctance to acknowledge personal agency for the development of self-efficacy by student Y1A, believing that it happens to her in a reactive way '*...that [lack of responsibility] does describe it [reluctance] well...*' There was early recognition that her confidence increased once she was able to integrate her learning by linking theory to practice when being a student counsellor '*...that's what brings my competence and confidence in solid theory underlying what I am practising...*' a stage not expected to be

reached until she started clinical placement in Year 3. However being able to learn some theories which underpinned the counselling course also produced initial confidence ‘...I think you try to assume a bit of confidence or security if there is some solid theory there...’

When interviewed about self-regulation student Y1A volunteered historic problems with this particular issue, commencing with ‘...I have definitely built up my self-esteem over the years...growing up as a child I had no self-esteem...’ This continued to be the case ‘...as I went into my teenage years and 20’s even didn’t help...’ Thus throughout childhood and early adult years she came from a position of not being able to appropriate learning, which was reinforced by adult experiences, ‘...I lost my self-esteem again when I was in my mid-30’s...’ Student Y1B reported she overcame her problems herself ‘...it’s only then having no support from anybody, I did it all myself and I built up my own self-esteem...’ She reflected intramentally ‘...I look at myself and think I am a good person and worthwhile, for me that’s important...’ Even within the establishing years for her there was development and a greater recognition of strengths ‘...I dealt with it [confidence] and I definitely felt I have more self-esteem than I would have a year ago...’

Tutor support for learners

Self-confidence was addressed further when student Y1B was asked to consider the main course facilitative factors that enabled learning as she started the course. She identified what was most important for her was to have support from her tutor who was knowledgeable ‘...confidence in my tutor’s abilities because I think that impacts on everything...’ This confidence located in the tutor and the needed support from the tutor was provided by the tutor being in the role of the more experienced other with expert knowledge. She sought support from her tutor as well as to a certain extent from her peers,

as she reflected on course experiences, ‘...I think this is becoming more of a support because it’s helping me to question it a bit more when I hear others...’

Peers support for learners

Student Y1A reported an awareness to express herself, to take risks, was increasing as she learned theory in discussion with her peers, what was important was her interaction with others, exchanging information, appropriation of concepts, theories and practices, seeking clarification, all part of the process of internalisation ‘...on my own I am a little too accepting of the material, it’s more stimulating when we are talking about it in a group, it is giving me more confidence to be more challenging...’

Year 2

The sub-themes which emerged for Year 2 students, in relation to self-esteem, were engagement, anxiety, challenge, commitment, therapy, boundaries, feedback, confidence, safety, competency, comfort, confidence, risks, competition, anxiety, reflection, internalisation and future. These sub-themes are summarised in Table 25 below.

Table 25: Year 2 students, 'Encouraging' and 'Discouraging' factors for theme 'Self-Esteem' listed by plane and sub-theme

Reflections on 'Self-Esteem' (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Being stimulated • Engaging personally • Letting go of anxiety • Challenging appropriately • Ability of complete course • Take advantage from personal therapy 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Providing stability of continuing relationship • Working within boundaries • Positive reflection and feedback • Allow errors without repercussion • Offering safe environment • Knowing what she is doing (competence) 	<ul style="list-style-type: none"> • Breaking confidence (wrong feedback)
Peer support for learners (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Clarifying closeness and support available • Being comfortable • Having confidence • Taking risks 	<ul style="list-style-type: none"> • Lack of participation • Triangular/competitive relationships
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Connecting anxiety with memory loss • Reflecting on increasing assurance • Addressing ability to self-regulate • Looking beyond counselling training • Developing connections with others 	

Reflections on 'Self-Esteem'

Student Y2A described encouragement as a factor in increasing her confidence, '...maybe stimulation more than confidence which certainly came from the relationships and using yourself, letting go of defences a little bit...' The student highlighted the process of '...engaging on a personal level...' which she considered was necessary for her personal development.

Making mistakes on the counselling course for student Y2A offered opportunities by '...also in a way letting go of anxiety...' which seemed to be an encouraging factor.

Student Y2B showed evidence of her increasing confidence in her ability to be a psychodynamic counsellor, when reflecting on how she learned new counselling skills, she considered she had ‘...the confidence, courage and is bold enough to make challenges appropriately...’ Despite the challenge of feedback, student Y2A kept course goals in mind, which were valued ‘...but for me finishing, completing something is very important...’ She appreciated constructive feedback and subsequent success of passing assignments had built confidence in her ability to become a counsellor as well as in all other components of the course, including contemporaneous personal therapy ‘...a lot of it [confidence] has come from my personal therapy as well, perhaps more so from personal therapy...’

Tutor support for learners

Student Y2A identified her confidence increased and was reliant on the relationship with the tutor continuing which facilitated her learning ‘...the continued relationship with him [my tutor] gave me the confidence and that helped my learning, stimulated me...’ However, seemingly a negative experience meant ‘...I lost confidence because I received somebody else’s essay with all their [tutor] feedback sharing all personal information...’

This student had knowledge that working within the boundaries agreed with the tutor would encourage positive tutor reflection when participating in group course activities, which positively affected learning through increased confidence. The lack of negative consequences for her for poor performance, when she produces sub-standard work, would not bring retribution from the tutor or be overly critical, was seen as encouraging ‘...it gave me the confidence to go that bit further [as] there would be no repercussions...’ Relationships with and belief in the tutor for both students were confirmed as being important and helpful in building self-esteem, especially because

(Y2A) ‘...I had confidence in what she was telling me...’ and (Y2B) ‘...I felt safe and I felt she knew what she was doing...’

Peer support for learners

Student Y2B regretted the lack of peers’ participation, which could potentially provide opportunity for intellect stimulation and personality development ‘...the potential is great to generate discussion but it needs everybody to be contributing and that didn’t happen...’

Peer relationships featured and became understandable for student Y2A ‘...by Year 2, certainly the relationship part of it, the peer closeness and support was all clarified...’ She was beginning the process of considering triangular and competitive relationships within the peer cohort ‘...I knew who I felt comfortable with, who I didn’t...’ acknowledging ‘...but even when I was working with people I didn’t feel comfortable, it’s [because] I have more confidence and they have confidence in me...’

Student Y2B acknowledged an increased confidence in her ability to deal with issues that arise on the course between herself and course peers, was because ‘...I had been immersed in that ‘new’ world for a year so, much further along and more confident...’ She accepted ‘...with confidence comes the ability to take greater risks for us all...’ as well as if she ‘gets it wrong’ it did not seem so bad somehow.

Integration of learning

Student Y2B able to reflect on her own processes ‘...when I feel anxious I don’t necessarily remember things as well as I might...’ Thus risk-taking became a facilitative activity because she appropriates increased self-efficacy in her ability to ‘do’ or perform.

This Year 2 student seemed more assured than students from Year 1, gauging from a more secure perspective of her life in general and on the course in particular, ‘...I think I have got reasonably good self-esteem...’ This suggested, perhaps, a greater belief in her abilities to appropriate meaning and learning. When considering what this might mean for her learning she was able to reflect and have internal dialogue, a process not discernible in Year 1 students, when addressing her ability to self-regulate ‘...if I am not honest about what it is about myself that I am content with or that I am not content with or what I can live with, where I am, might not think it’s ideal, might make life difficult for myself...’ She had meta-awareness and knows that a degree of self-confidence and ability to assess her strengths needed to become internalised, as she reflected on her own emotional issues, ‘...if I am not able to recognise that and have a certain level of self-esteem and respect for myself then I don’t think I could learn certainly to do this training...’

It seemed student Y2B, through increasing self-awareness, was searching for some inner confidence which build her self-regulation (Maclellan & Soden, 2007), ego strength and without which she suggested she would not be able to take on counsellor training ‘...and certainly beyond the learning working as a counsellor...’

At this stage she did recognise some dynamics in the counselling dyad ‘...I can’t present myself to someone in that [counselling] relationship if I don’t feel reasonably OK about myself...’ stating ‘...I am not going to be in a position to reach out and make a good genuine connection with another person...’

Year 3

The sub-themes which emerged for Year 3 students, in relation to self-esteem, were clinical placement, supervision, future, competency, feedback, challenge, self-regulation, awareness, experimentation and positivity.

These sub-themes are summarised in Table 26 below:

Table 26: Year 3 students, 'Encouraging' and 'Discouraging' factors for theme 'Self-Esteem' listed by plane and sub-theme

Reflections on 'Self-Esteem' (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Strong self-efficacy • Importance of good self-esteem • Positive work with clients • Increasing confidence through client work • Understanding quality of client relationships • Understanding client-work breeds confidence • Making good use of supervision 	<ul style="list-style-type: none"> • Ambivalence at moving on
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Being knowledgeable and competent • Allocating and sharing 	<ul style="list-style-type: none"> • Unavailability • Being guarded
Peers support for learners	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Noting comparison • Feedback of good progress 	
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Fantasising about challenge • Defining self-regulation • Accepting room for growth • Becoming more aware of others • Recognising starting point in training • Experimenting and risk-taking • Accepting tutor feedback undefensively • Having a positive attitude 	

Reflections on 'Self-Esteem'

Student Y3A volunteered emphatically at interview the importance self-efficacy had to learning in the third year '*...very important, I don't think I would survive actually if I don't have the self-esteem that I do...*' Student Y3B accepted the importance to her learning of confidence in her ability to become and perform as a counsellor '*...it has got to be important, I haven't really thought about it but yes, it is important...*' This was considered in a passive way, an unconscious competence to which state she was moving but was not achieved until she finished the course or indeed later.

Student Y3A reported her experiences now included work with clients in clinical placements. When questioned how that experience might affect development, the student volunteered ‘...working with clients has given me an increase in confidence certainly just because I am doing it [counselling] and people have been coming back week after week, so something must be happening on some level...’ She became aware of process interaction in the counselling dyad and the emerging importance of building relationships with her clients in the working alliance ‘...it’s a different quality of relationship than I would be having if I didn’t go further down the line of working, it feels significant, that gives me confidence...’

Student Y3B reported an increased confidence in her abilities to counsel ‘...the more hours I do has increased my confidence, I have been there, I have sat there...’ Student Y3A reflected on increasing confidence gained through being with clients ‘...the more hours I am sitting with a client and the more stuff that was coming up that I am getting through in supervision, certainly as a result I think my confidence is growing...’ She knew she was an effective counsellor. She was able to link theory to practice and let the theory inform her interventions. Student Y3B shared her opinion that without her (reasonably high) level of self-regulation, on the course ‘...the training would be much more difficult...’

Some ambivalence remained for student Y3B when at interview I suggested it sounds as if she was ready to move to the next stage ‘...I don’t know about that ...’ which was accompanied by a nervous laugh, suggesting that maybe the opposite was the case. She reflected on her progress ‘...I don’t feel as if I have lost any self-esteem...if I didn’t have a reasonable level of self-esteem it [counselling] would be a very difficult process to be engaged in...’

Tutor support for learners

While student Y3B expressed some disappointment in the occasional unavailability of the tutor, this did not seemingly damage her confidence in the tutor ‘...I do have confidence in them [tutors] but they are very experienced in what they do and they know what works and what doesn’t, there is always going to be a balance in terms of how much they of their own time...’ Generally her attitude towards her tutor seemed to reflect her positive outlook on life ‘...the attitude that I have towards most people is positive and perhaps she [tutor] was also a bit guarded, but I had confidence in her...’

Peer support for learners

Student Y2B compared her self-confidence levels favourably to those of her peers ‘...other people on the course are not maybe quite as confident [as myself]...’ in their abilities to be a counsellor ‘...they are struggling more that some of the others...’ She disclosed further ‘...some [peers] have told me that I have some good skills, which really encourages me...’

Integration of learning

When challenged, in interview, to fantasise on what it might have been like to attempt the course with low self-esteem levels, student Y3A was not hesitant in proclaiming ‘...it would have been much more of a challenge...’ Thus the ability to reflect on the process of learning deepened at this stage of the course. She defined self-regulation as covering ‘...some sort of sense of who I am and what I am, what I have gone through and what I am capable of doing...’ acknowledging ‘...there is always room for growth and development, I certainly haven’t lost any self-esteem...’ Indeed this student also confirmed she retained the ability to self-regulate ‘...I haven’t lost any [confidence], maybe I have become more aware of how I am being perceived by other people, it hasn’t affected my self-esteem...’

Despite the fears and anxieties of fulfilling the role of counsellor in the therapeutic dyad, student Y3A was able to accept that she was at a starting position and felt reasonably strong in this knowledge ‘...it’s very much that I am right at the very bottom of the mountain but I feel OK about what I am doing and how I am getting on...’

Student Y3B stated she was aware of her strengths and preferred ways of learning ‘...personally I am experimenting more, it’s more of a space to try things out...’ This application to self was highlighted by student Y3A as she reflected on her learning and development ‘...possibly the confidence was coming from being with clients outside the course, I am experimenting and being a bit more adventurous...’ Student Y3B reported increased confidence in her ability to accept feedback ‘...I am valuing and wanting more feedback, for example when the tutor raises viewpoints that are very helpful, I can learn from that....’

Year 4

The sub-themes which emerged for Year 4 students, in relation to self-esteem, were challenge, confidence, research, positivity, responsibility, control and reflexivity. These sub-themes are summarised in Table 27 below:

Table 27: Year 4 students, 'Encouraging' and 'Discouraging' factors for theme 'Self-Esteem' listed by plane and sub-theme

Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
	<ul style="list-style-type: none"> • Challenging and being unsupportive
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Increasing confidence • High self-esteem • Letting go need for approval • Reflecting on successful research • Realisation of positive abilities • Appreciating responsibility for learning • Taking control of learning • Becoming reflexive • Challenging self 	<ul style="list-style-type: none"> • Loss of confidence • Remembering failures

Tutor support for learners

When student Y4B felt challenged and unsupported by the tutor she lost confidence in her abilities to be a student counsellor '...I had one assignment that needed to be resubmitted and one being deferred, which is incredibly challenging and I didn't have any feedback, I didn't have anywhere to go...'

Integration of learning

Student Y4A opened with a reflection on her self-identity '...I am building ego-strength is probably what I think....' although sometimes anxieties resulted in '...confidence that is being chipped away...' She reflected on her internal processes and built her confidence through course experience '...I have come to believe in myself which I don't think I have done for a very long time, being at college has helped...' This became integrated as '...it [confidence] is still filtering through to other areas like my general work...' Student Y4B was able to talk about how increased confidence in her abilities as a counsellor presented itself in terms of ego-strength '...I am beginning to have a self-confidence, self-reliance and not have continually be seeking approval or verification of whatever it is I am doing...'

As with earlier years, when reflecting on self-efficacy and its importance to learning, this student (Y4B) was quite positive ‘...I would say it [self-esteem] is quite high, [but] it has the capabilities of ending up in my boots, generally it is probably higher than it should be...’ Student Y4A reported she was aware that she had work to do in this area but concluded ‘...I feel I have got quite high or reasonably high self-esteem...’ The confidence she took from this level of self-efficacy was helpful in her learning ‘...because it is the confidence that you are on the right track, going in the right direction...’ This had direct application to her more advanced work ‘...the research and the things you are reading feel OK are actually okay, it all builds on in that...’

Student Y4A considered self-efficacy in her abilities as a counsellor to be important to her learning, with the realisation she was more confident than she projected ‘...I have less than people think I have but I probably have more than I realise...’ accepting that this development was shown in her studies ‘...that probably comes through in my academic work...’

This student acknowledged her responsibility ‘...it meant that it was back in on me and made me think of all of my weaknesses and all of the positives... it has enabled me to have a belief in myself...’ However on closer examination she was less self-assured, her confidence in her abilities was not as deep set as was originally thought ‘... but sometimes I have to really dig deep and really go searching for that belief...’ Student Y4B was less sure of herself when challenged ‘...I have a bit of an inability to reality-check as well, everything good that has gone before is forgotten and it’s just the one bad thing [that was remembered]...’ She was able to reflect on the connection between trust and confidence, understanding that both have significant ramifications in counselling terms, ‘...trust is also developing alongside self-esteem and inner strength...’

Student Y4A reported she was becoming a reflexive practitioner and paying attention to the subtler effects of increased self-regulation ‘...the more my self-esteem the more I can have a voice that I am in control...’ She wanted to become more assertive ‘...appropriate assertiveness rather than that passive-aggressive way...’ and had reached the position in which she could be honest ‘... but why do I have to say I haven’t got a high self-esteem when actually I have?...’ Challenge of self was bearable, but some reservations remained about being challenged externally ‘...I saw to this point I have this belief in me but it hasn’t really been fully challenged...’ and she is unsure of how her self-esteem will be challenged when she completes her training ‘...I guess ending the course is challenging that belief...’

Discussion

There was initial reluctance to acknowledge personal agency for the development of self-efficacy by student Y1A, believing that it happens to her in a reactive way. This was this student’s perceived position and perspective for the first half of her life, while she was going through the establishing stage (Jung & Baynes, 1921), showing self-determination to address this issue as she enters her mid-life years. This reflection was stimulated by the tutor’s absence and psychodynamically this might be understood in terms of the transference phenomenon. Without the more informed other being present and the ability to discuss matters on the interpersonal level, this Year 1 student was unable to appropriate meaning and understanding. Perhaps there were signs of individuation (Jung, 1969) as the student reflected on the importance to her ‘of being a good person’.

The tutor relationship was seen as important as both Year 1 students agreed the tutor and peers could enable them, in psychodynamic terms, to take risks, a theme of the Freudian anal stage of development and behave differently on this course, to begin to become less defended. In Vygotskyian terms, the

interaction between the student and tutor encouraged the student to take risks as she learned from the more informed other in the ZPD.

For the students in Year 1, it could be noted, from the literature review, that the early course experiences was posited in terms of interpersonal learning, in which learning was scaffolded by the tutor in the ZPD and facilitated in the presence of the tutor, as the more informed other. This was then followed by the deconstruction and reconstruction (Rose *et al*, 2005) process by the more advanced students (from Years 3 and 4) in which learning was reflected on and identity established. It seemed from this process of appropriation and application to self, confidence in both identity and skill emerged.

When confidentiality was threatened, student confidence and objectivity was challenged because when confidentiality was broken she could not see the tutor as a person, she was lost in the myriad of detail and subjectivity (Miller & Thelen, 1986). For some students, especially during Year 3, literature reviewed suggested there seemed an inability to accept personality had both unity and a complicated and diverse structure (Vygotsky, 1929; 1993), which dichotomy had almost destroyed notions about homogeneity of the intellect (Vygotsky, 1929).

Research into the causes and maintenance of self-regulation (Maclellan & Soden, 2007) levels in students (for example Wood *et al*, 2000) suggested people with low self-esteem were less motivated (Wolfgang & Dowling, 1981) to improve unhappy or depressed moods (Lane *et al*, 1997) than those with high self-esteem. It seemed safe to assume therefore, that students with low self-esteem might be less motivated to face negative aspects of themselves and counselling courses in general than students with high self-esteem.

Students' depressed moods could be linked to anxiety, fear of failure, that there was inability to appropriate, to self, cultural artefacts at a level of understanding that could be internalised in their learning as counsellors. There was a pre-existing sense in the anxious student (Topolski *et al*, 1997) that, from prior experience, she was unable to internalise this learning. It was important for students to face these negative aspects as they could provide blocks to learning.

Erikson (1980) postulated that students' negativity arose from internalisations of tutors, supervisors and mentors and students could be susceptible to shame and further loss of self-esteem in relation to the internalised (Bresloff, 2003), as well as external, colleagues and authorities. Meta-analysis of research suggested there was little evidence of difference in global self-esteem levels occurring across genders, although when considering domain-specific self-esteem [that is appearance, academic, social] there was evidence females suffered lower self-esteem than males (Gentile *et al*, 2009). This was pertinent to this research as the majority of students are female (Bondi, 2006).

The tutor had a part to play as students sometimes became reluctant learners as specific negative course experience, which could include perceived inequality, could undermine students' confidence in their own abilities or self-efficacy, as evidenced in student transcripts. In psychodynamic terms this could be understood in terms of self-sabotage (Metzl, 2010), that is repeating behaviours which were learned through reliance on unconscious defences, not always being aware such behaviours were detrimental.

Olson (2008) found that tutors could enable and encourage students' self-efficacy by acknowledging how competitive environments could wound ``those students who were insecure⁴⁵. Tutors could support students in their

⁴⁵ Psychodynamically, not having early needs met can result in an early and deep narcissistic injury or wound. In extreme cases, the whole personality develops as narcissistic (Ferenczi, 1927).

efforts to address perceived injuries and build belief in their own abilities to use semiotic mediation to transact cultural artifacts with others and apply the resource to self (Daniels *et al*, 2007).

Without semiotic mediation (Wells, 1998; Lee & Smagorinsky, 2000) students could be buffeted by encountered stimuli with an inability to organise and re-signify their own behaviours (Daniels *et al*, 2007). This ability for the student to organise her identity developed as she transacted, in her clinical practice, the cultural artifacts (language and terminology of psychodynamic theory and practice) with the tutor and peers and then applied the cultural resources (learning) to herself. Students figured and prefigured their actions as psychodynamic counsellors. Students' self-authoring identity development thus became a means of organising activity to become recognised by colleagues and clients as cathartic counsellors. There was evidence, in students' texts, that identity development allowed for resilience to face perceived injury in the student's wider life. For some, appropriating self-efficacy was enhanced by focusing on positive attitudes or something at which the student excelled, for example IT and computer technology (Dingfelder, 2005; Penttinen & Minkkinen, 2007). Conversely self-belief could be affected negatively by cohort peers through exclusion or incorrect or inaccurate assumption (Dingfelder, 2006).

Both Year 1 students seemed to seek confidence in their abilities through the structure of the course, hoping it was somehow provided. The focus was on building self-regulation, seeking tutor support and included reflecting on missed past opportunities. Both volunteered such opportunities were hoped to have occurred on the course, perhaps through challenge from tutors and peers. Learning was externalised in the presence of tutor and peers, that is on an interpersonal level and was representative of the first stage of student learning, in which others were involved, particularly the tutor as the more

informed other (Kozulin, 2003). The initial stage of lower mental functioning encompassed perception, memory, attention and will (Vygotsky, 1978).

Student Y1A confirmed self-reliance suggesting a strong drive and motivation with determination (Van Berkel & Schmidt, 2000) to remember new theories and concepts. There was the perception of the need to have confidence in the tutor, which was stated as being all-pervasive. She highlighted challenge as an enabling activity, which stimulated her and reinforced belief in her self-efficacy to be able to learn theories, concepts and skills needed to become a counsellor. She was able to focus on course material and used mnemonic traces to memorise detail. The student was at the stage of inter-psychological functioning, relying on the tutor as the more informed other.

One student from Year 1 and one student from Year 2 reported they entered the course with little self-awareness and little belief in their ability to become cathartic counsellors. Indeed these students showed a general lack of confidence in their abilities. Through their reflective abilities, all students showed movement from externalising material to processing material intrapsychologically. As a result of this process, confidence increased because students became more aware of what was happening and generally felt more secure in what they could do. The two other students, from Years 1 and 2, entered the course from a confident positioning, addressing their vocational needs, wanting to work in an area where they could enable positive sought-for change in others' lives.

All students seemed to respond positively to transitions and educational innovations but less so to changes in their learning environment (Struyven *et al*, 2008), appreciating the dependable and familiar secure base from which to explore, as described in theories of attachment (Bowlby, 1971, 1980). Classrooms as well as clinical settings formed the context in which learning

was experienced and the peer cohort provided the culture in which students were able to compare their levels of confidence, as well as improved their self-efficacy. Thus, for this theme, the Vygotskyian activity-based sociocultural constructivist paradigm was particularly significant and relevant when analysing students' comments arising from the research interviews.

The Vygotskyian lens of activity-based sociocultural constructivism encouraged the interpretation of students' texts to be understood at different levels of mental functioning. The agency in learning was interactional with the more informed other [tutor] and not unidirectional, as Piagetian theories seemed to assume. This appropriation by students was defined by them as increased self-esteem, which for this research has been addressed from two different aspects. The first aspect or domain has been generalised, being the student's sense of herself as a person in whichever respect it has been taken, which could be described as her 'being' or personal identity. When considering the trajectory or continuum from 'non-being' to 'being', it was possible to understand the movement from not being, or not able to be due to doubts into a greater sense of the ability, in Vygotskyian terms, to manipulate signs and symbols that were associated with language or used the semiotics or imagery that were associated with psychodynamic counselling.

The second domain was the student's self-efficacy needed in the narrower sense of learning and use of counselling skills and abilities, her identity as a counsellor in terms of what she could do and achieve as a cathartic counsellor. It was in the students' words themselves that was found evidence of movement along this continuum, involving the construction of higher mental functioning describing intra-psychological development from, but including, elements of lower mental functioning in which the student was dependent on external sources for learning, descriptive of inter-psychological functioning. Higher level mental functioning enabled the student to regulate and reflect learning intra-psychologically, during which process she developed her

identity as a psychodynamic counsellor in her cultural context. Such student identities formed on personal territory ‘...mediate the ability to organise and perform the intention of activities in the locales and occupations of cultural worlds...’ (Daniels *et al*, 2007:113). In Vygotskyian thinking students’ identities organised sentiments, understanding and embodied knowledge relevant to a psychodynamic counsellor. Students evidenced increased self-efficacy as they completed their learning cycle on psychodynamic training courses which, viewed from the sociocultural constructivist paradigm, was understood as the movement from the level of inter-psychological to intra-psychological learning (Vygotsky, 1978).

Confidence in the tutor and in his [tutor’s] reactions and knowledge, as the continual presence of the more informed other, for Year 2 students, encouraged feelings of safety from which the students explored and took risks. It was this security or ‘safe base’ that was central to thinking in Bowlbian theories of attachment. Callan and Obegi (2008) suggested psychodynamic students interested in learning about and applying attachment theories were challenged on several levels. Firstly how attachment theories fitted in with theories of intrapsychic and interpersonal functioning. Secondly, was where to start, as the research literature on attachment theories was voluminous, spanning some fifty years, covered personal development and social cognition to personality and psychopathology to the therapeutic relationship and transference. Finally there remained the challenge for students to appropriate attachment theories (Bartholomew & Horowitz, 1991) to inform them on work in their clinical placement setting. Students were not alone in facing these integrative challenges (Storr, 1994), as current research attempted to scaffold the bridge from research to psychotherapy (Callan & Obegi, 2008).

Student Y2A showed signs of approaching self-efficacy from an internalised and seemingly higher level of mental functioning, as she reflected on being

able to benefit from the support available from the body of knowledge behind what she was learning. This application to self (Ginsburg-Block *et al*, 2006) seemed to reflect an increased ability to be reflexive (McLeod, 1994; 2001). The student began to understand the part her peers could play in her learning and her appropriation to self of cultural artefacts and clarification of learning in interaction and discussion with peers. She seemed to have resolved her need for initial support from the tutor, having worked through attendant issues of trust and metaphorical nourishment, themes of early pre-oedipal stages (Freud, 1963) of development.

Student Y2A was beginning to become reflexive (McLeod, 1994; 2001) in which use of self (Sluijsmans *et al*, 1999; Ginsburg-Block *et al*, 2006) was the process used to integrate learning. There was evidence, in the interviewee responses, of internal dialogue and reflection on the process of learning (Bailey & Unwin, 2008), as well as the content of the course. This student brought this inner dialogue process to bear in considering course triangular relationships and how competition, a feature of the oedipal stage of development (Freud, 1922), became a theme.

Vygotsky (1927) posited there to be a tendency to locate competition in a unified explanatory principle of 'being' and the given science within the general system of knowledge. This competitive tendency, Vygotsky (1927) proposed, could be applied to supremacy, a possible outcome of competition without co-operation. Competition for students manifested in course peer relationships (Harter *et al*, 2002) and ways of addressing this was to take more risks. Militating against taking risks was anxiety at failure and thus supremacy not being achieved but generally anxiety seemed to be self-contained.

Confidence was boosted when student Y2B made appropriate and successful challenges of course tutors and peers, resulting in increased self-efficacy of her ability to learn psychodynamic counselling. She reflected on her growing

self-confidence in her abilities, applying this to her social context as well as course experiences. She fantasised about the future counselling relationships that were to follow. When she received a setback of negative experience, her confidence in her abilities was challenged but at her stage of development, as she moved towards conscious incompetence (Anderson *et al*, 2003), she became more aware of what she did not know. She knew she could contain her anxieties. The student reflected on having confidence in her tutors' abilities and knowledge, which encouraged her to take risks, although a degree of ambivalence in levels of self-efficacy became apparent (Shahar, 2011).

As student Y2B moved through the training stages, she commenced with accepting the importance of the relationship with her tutor in fostering and encouraging her levels of self-regulation. This importance seemed to be integrated and did not overly concern the student at the mid-stage in her development. The reliance on the relationship with the tutor continued through Year 2, when I question student Y2A about facilitating factors in her learning. It was precisely because of the presence of the problems raised, that is lack of confidence or sense of self in the ability to be a counsellor '...that the social environment stimulates and encourages the student to make this decisive step forward in the development of her thinking...' (Vygotsky, 1931:213).

When student Y2A judged shortcomings in the tutor, the relationship with the tutor became problematic and the student's confidence in her own abilities lessened. The tutor was perceived as being less in the role of the more informed other, less as an expert from which learning could be internalised in the ZPD. This student was challenged because there were threats to confidentiality and the tutor was perceived to be less of an expert in the practice and modelling of learning. However, the development of the relationship seemed still to reach the stage that contradiction was acceptable.

Tutor errors cannot yet be fully accepted, in psychodynamic terms the tutor's personality was idealised, split into right and wrong, good and bad (Klein, 1946). The relationship with the tutor assumed importance because of the student's capability to move from the external to the internal plane of learning.

Student Y3A reflected on the progress of her peers, perhaps in a competitive way but with cooperation. No longer was she overtly concerned with supremacy, understanding sameness of stage and identification, that is all her peers have started clinical placements with real clients. There was an increase in confidence as she built her hours and experience in the counselling dyad and received complimentary feedback about her ability to be cathartic in the counselling relationship. This confirmation helped her to attain conscious competence (Anderson *et al*, 2003), a feature of the third year of her training. She knew she could be cathartic as a student counsellor. The level of self-efficacy was stated as being maintained throughout the challenges of the course and clinical work, accepting there was still room for development.

Student Y3A volunteered emphatically at interview the importance of self-efficacy had to learning in the third year. The threat to survival underlines her understanding of the essential nature of belief in herself to take on the challenges that might be faced on the course. She had been able to appropriate mediated artefacts and transacts semiotics in practice to her work as a student counsellor. She reported her experiences now included work with clients in clinical placements. When questioned how that experience might affect development, the student volunteered an increased confidence resultant from the progression from apprentice to craftsman, from conscious incompetence to conscious competence (Anderson *et al*, 2003), a feature of this stage. She had moved on the continuum from not knowing what she did not know to knowing what she did not know. In Vygotskyian terms she was moving on the trajectory from not able 'to be' to being able to internalise learning and

become a cathartic counsellor. She was good at what she did as a cathartic counsellor and receives plaudits from her clients, both in terms of verbal feedback and client commitment. She became aware of process interaction in the counselling dyad and the emerging importance of building relationships with her clients in the working alliance. She felt supported and the confirmations that she was cathartic in her work with clients provided the boost to her confidence in her abilities as a counsellor that affirmations sought to provide.

Student Y3B had increased confidence in her abilities to counsel because there was no longer the anticipatory fear of what might happen and go wrong now that she had started counselling her first client, realising that actuality was less threatening than fear of the unknown. This was understood from her statement about building experience as her hours increased being a student counsellor. However, some ambivalence remained when at interview I wondered if she was ready to move to the next stage which was questioned and accompanied by a nervous laugh, suggesting that maybe the opposite was the case. Thus confidence remained an issue for this student even after work with clients in clinical placements commenced. She was able to consider how commencing work with clients for the first time, played its part in her self-efficacy to be a counsellor and how it enabled her learning on the course and contributed to her self-esteem. She also reflected on the initial metaphorical 'feeding' (Freud 1922, 1949; Erikson, 1965, 1980) provided by tutor feedback and apply it to self, understanding and learning from the process, stating this built her confidence to counsel.

Student Y3A was aware of her skills and as she became more adept in their application there was an increase in self-confidence. In the Vygotskyian sense of constructivist terms she had advanced to the higher level of mental functioning, being able to manipulate the semiotics (language) of psychodynamic thinking, with an 'I can do' discourse. Her support systems

were in place which enable the movement and development to conscious competence. She knows she was an effective counsellor. She was able to link theory to practice and let the theory inform her interventions.

Student Y3B stated she was aware of her strengths and experiential learning (Moon, 2006), pragmatically, was helpful to her. Vygotsky and Luria (1994) proposed experimenting to be part of the process of memorising. The first stage being the external process in which the student learned from the more experienced other in her context. She then proceeded to inward sign processes because she had already gone through the phase when these processes were external. This application to self, or connection with her inner processes in which higher level of functioning was found (Vygotsky, 1987), was highlighted as she reflected on her learning and development.

As student Y3B started clinical work, she acknowledged she had much to learn and was prepared to enjoy and take benefit from this stage of her learning journey (Cavafy, 1992). She widened her sphere of influence as well as exposed herself to additional and different systems of support and challenge. As her context changed, enculturation of the senses and psychological support assumed primary importance (Vygotsky, 1929; 1993). Having taken on the culture of her clinical agency and also experienced additional support in contemporaneous psychotherapy, she applied her widening experiences to her learning. She was confident to ask for and expected feedback from her tutor on her competence. She was at the stage of being able to reflect on process as well as content when feedback was received.

Both Year 3 students considered the balance of power in the relationship with the tutor, which was acknowledged as lying with the tutor. This did not seem to affect either student's confidence in abilities as both concluded by stressing the importance of the tutor relationship (Mathie, 2002), which changed over

time, to their learning. The most important issue that comes out of this analysis was that both Year 3 students confirmed having confidence in the tutor's abilities, as the more informed other, which seemed essential for them at this stage of the learning journey.

At the final stage of attending the psychodynamic counselling training course, student Y4A reflected on process rather than content and proposed her self-efficacy contributed towards her ego-strength. She focused on the process of the ego regaining control over the sometimes punitive demands of the superego. This understanding emerged from her unconscious [preconscious] (Freud, 1922). Gone were the superego demands of wanting to seek parental or tutor approval. She had the resilience to contain attacks on her ego and maintained her confidence in all areas of her life as a result of the developmental work experienced on the course. She approached self-regulation as being a product of strengthening or building the ego (Freud, 1922), which means, in Vygotskyian terms, the student gained a greater sense of self as a psychodynamic counsellor through internalisation and use of intra-psychological appropriation found in higher levels of mental functioning. The student developed her ego as she continues through the fourth year on the counselling course. She continued to work to contain anxieties brought about by contradictions (Borbely, 2009) she experienced on the course, including challenges in her clinical placement in the counselling dyad. Sometimes these contradictions and dilemmas become difficult to contain and overcome, resulting in a lessening of self confidence in her abilities to counsel.

Changes in her life are discussed elsewhere in this research, the need for parental approval and succumbing to strong superego messages was lessened as, in psychodynamic terms, student Y4B moved towards maturity, freeing her ego from the restrictions of the superego and give it back its command over the instinctual id (Freud 1922). As with earlier years, when reflecting on self-efficacy and its importance to learning, she was used quite positive

parental messages to form her base. Psychodynamically, the 'should be' phrase, used by the student, was interesting in that it could be representative of superego messages, suggesting ego-establishment was still incomplete. When student Y4B was challenged and unsupported she lost confidence in her abilities to be a student counsellor. However she was able to reflect intrapsychologically, utilising the higher mental processing of reflecting on her identity which came under scrutiny. There was a sense that she moved from reliance on the more experienced tutor in the ZPD to processing her problems herself.

In Vygotskyian terms, student Y4A's phrase 'being that much further' could be understood as evidencing dynamic movement along the trajectory towards establishing her identity of 'being'. The Jungian concept of individuation, the movement towards wholeness and fulfilling potential (Samuels, 1999) in her ability to become a counsellor, seemed to be a feature of this student's reflection during the second half of the individual's life. From a sociocultural constructivist viewpoint, when she had confidence that the external support was going to be present, that is the tutor as the more informed other was supportive and dialogue was enacted. She was able to share on the external level that she had a sense of herself, that she was able to adjust to leaps in her learning. Her internal dialogue of testing out was evidenced in a dialogic sense. It seemed this student, through increasing self-awareness, searches for some inner confidence which build her self-regulation (Maclellan & Soden, 2007), ego strength and without which she suggested she would not be able to take on counsellor training.

Student Y4B reflected on the highs and lows of her self-regulation levels, produced by visiting and revisiting traumatic or painful events in her life

(Parkes, 1996)⁴⁶. That she was able to do this without fear was testament to her resilience and advanced stage of learning and development. She no longer reflected on the cathartic nature of her clinical work or sought approval from her clients or tutors, preferring instead to concentrate on her 'state of being'. Both students were able to disassociate from failure and reflect on learning opportunities that abounded in terms of self-efficacy. Student Y4A volunteered thoughts about assertiveness and reflected how ending the course might be challenging, seemingly fantasising positively about the scenario without her tutors' and peers' support and participation.

Arising from this research is the clear understanding that not only was the relationship with the tutor very important to the interviewed students but also how the tutor acted and reacted, the subject of analysis elsewhere, had considerable effect on the students' self-esteem and hence learning. The student, as she ended her four year training, became more confident in her abilities to be a psychodynamic counsellor and her self-esteem increased as she received plaudits from both her clinical and course experiences.

The part that peer students and tutors played in enabling and encouraging student self-efficacy, by acknowledgment and containment, cannot be overvalued (Bull & McCalla, 2002; Olson, 2008). Peers had a dual role on psychodynamic counselling courses and perhaps in education in the wider sense, as also proposed by Bereiter (1994). The first role was to facilitate the growing appropriation to self of the cultural artefacts associated with psychodynamic counselling learning and practice. The other role was understood to be looking at peers and discern how they were reacting and behaving, whether they were struggling or in some other way succeeding,

⁴⁶ The Curve of Transition is a model that informs the counsellor of how self-esteem can rise and fall as there can be a number of stages gone through by the client experiencing a transition (Parkes, C., (1998), *Bereavement: Studies of Grief in Adult Life*, London, Penguin Books).

which gave the student a sense of where she was in comparison, where she fitted in and thus contributed to her identity as a student counsellor.

Summary

Changes students have made are discussed above in Chapter 4 but these might include developing self-efficacy to value their abilities as learners and counsellors from which confidence emerged. Confidence in self-belief and self-esteem seemed to be affected for students at each stage in the course and there was some evidence from interviewees' texts that this increased towards the end of the four-year learning cycle (this was particularly noticeable in both Year 2 and Year 3 students). The main factor affecting the level of self-efficacy was naturally located in the experiences of the student, as gauged by both nature and nurture environments (Bowlby, 1988).

Fauth & Williams' (2005) research highlighted that student self-awareness was a hindrance to therapeutic training involvement, the findings being that increased efforts to manage self-awareness was linked to decreased trainee involvement in the process. However there are scholars who propose students' self-awareness is a critical component of learning to become a skilled therapist (Jennings & Skovholt, 1999), especially with respect to containing and managing countertransferential feelings and reactions (Gelso & Hayes, 1998). Such scholars propose self-awareness '...as a form of general self-knowledge or self-insight...' (Fauth & Williams, 2005:443).

Theme (iv): Autonomy

Overview

A further theme to emerge was the significance to students of taking responsibility for their own learning. The tutor supported and guided the

student through the stages of her learning journey by encouraging student responsibility with her eventually becoming autonomous.

Psychodynamically this development could be considered as forming part of the student's movement towards independence, a feature of maturational theories (Winnicott, 1965). In sociocultural constructivist terms this developmental process was enabled by the process described as scaffolding, which has been discussed elsewhere in this thesis.

Vygotsky (1934) expressed the purpose of studying development was to advance a theory that would be able to

‘...fuse any congealed...psychological form, to transform it into a running stream of interchangeable moments...briefly, the aim of such an analysis is to study experimentally any higher form of behaviour, not as a thing, but as a process...not from a whole thing to its parts, but from a process to its different moments...’ (Rahmani, 1973:132).

For Vygotsky (1934) it was the constant interaction between ever-changing opposites and more absolute values that had most meaning, with development and the movement towards autonomous learning in the learner's context being a continuous process. Such continuous fluidity could be observed in all students' comments as they reflected on their needs for both tutor direction and autonomous learning. Students from all years bracketed the exercise of power and control with autonomy, so the transcript analyses and subsequent discussions have been enlarged to include the themes of power and control. In understanding how the interviewee students made such linking, the psychosexual theories of Freud informed, particularly the pre-oedipal stage of anal development. Rouhlamin (2005) suggested power and control could be misused in therapy by both counsellor and client, quoting Gray (2000) in her belief ‘...clients who find that the framework is changed to suit them were worried about the therapist's ability to contain powerful emotions, the very reason for asking for help in the first place...’ (Gray, 2000:45).

The tutor thus had the responsibility to provide containment and the frame in which the student had the ability to make her own decisions, using her power and control within that framework. For the student it seemed essential that the boundaries were firm, consistent, reliable and reasonable. Equally important was that boundaries set were not imposed but negotiated and agreed by both the tutor and student. Once the frame was in place, the student would be able to operate from the ‘secure base’ (Bowlby, 1988) of reliability and containment on her personal developmental journal towards achieving autonomy.

Analysis

Year 1

The sub-themes which emerged for Year 1 students, in relation to autonomy, were responsibility, comfort, and determination. There were no discouraging aspects reported by Year 1 students under this theme. These sub-themes are summarised in Table 28 below:

Table 28: Year 1 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Autonomy’, listed by plane and sub-theme

Reflections on ‘autonomy’ (intrapersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Claimed responsibility for learning • Deny importance
Tutor support for learners (interpersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Inform student of her own responsibility • Provide a comfortable milieu
Integration of learning (intrapersonal plane)
<i>Encouraging factors</i>
<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Determination to be responsible and autonomous

Reflections on ‘autonomy’

As she started the course student Y1A claimed awareness about autonomy in learning, as ‘...taking responsibility for my own learning [that was] how I see

it on this course...' and judged herself, from a seemingly adolescent perspective, to be '...very autonomous because we have to...' However she further reflected that '...it's up to us to do the reading, to do the work and nobody can 'make' me do it, [but] it isn't something really I think about...' She conceded autonomy was not uppermost in her mind but accepted responsibility for her learning inherently to lie with her throughout the course and she was perhaps better placed to address this '...when we have finished the actual academic course, I don't know...' . When I questioned her further about this responsibility she countered her statement above and volunteered determination and reflection '...you are responsible for what you are learning, you're not participating in it, you are not mixing, you are not participating in role-plays if you are not wanting to learn and helping yourself to learn...'

Tutor support for learners

Student Y1B made the point that she saw the tutor as having a part to play, when asked who was on charge of her learning '...the tutor is responsible in a sense to make me want to learn or make me feel more comfortable to learn and to give me the strength...'

Integration of learning

Student Y1B reflected that '...ultimately the person is me, if I don't want to learn I won't learn...' At the second [reflective] interview she stated without equivocation '...I am going to be responsible for my own learning; it will be what I want to learn, it is all going to boil down to me, I will be responsible...'

Year 2

The sub-themes which emerged for Year 2 students, in relation to autonomy, were responsibility, support, sharing, power, control, commitment, and flexibility. These sub-themes are summarised in Table 29 below:

Table 29: Year 2 students, 'Encouraging' and 'Discouraging' factors of 'Autonomy', listed by plane and sub-theme

Reflections on 'autonomy' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Taking responsibility for learning 	
Peer support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Supporting each other in group decisions 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Sharing power and control • Treating students as individuals 	<ul style="list-style-type: none"> • Retaining power • Taking control
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Reflection on being responsible for her learning • Reflection on high commitment • Recognising flexibility in training • Rationalising experience of previous education 	

Reflections on 'autonomy'

Student Y2A discussed autonomy as containing issues of power and control as well as connecting with early stage feelings, offering the possibility of transference '...there were times during the last two years when I felt like I used to feel when I was in the VI form in school, slightly sulky and sort of 'why are we being asked to do this?'...' Indeed her commitment seemed tested '...that was interesting because I thought to myself you are here...and you have made arrangements to make it possible because you want to be here...'

Peer support for learners

She was part of the cohort that collaborated in negotiating a change on the course '...we changed the workshop days; the decision was made by the group...'

Tutor support for learners

Student Y2B offered evidence of resentment '...that was a reaction to a feeling that there are teachers or people controlling the sessions, who have

the power...' clearly showing she did not like to be in the position of not being in control. However she reported there were times that the tutor empowered the students '...the tutor let us take some of that control or power...'

She still has reservations, showing an inclination to rely on the other, perhaps indicative of the establishing stage (Jung, 1969) of human development rather than individuation '...it's almost like a separation, the tutor treated you like an individual...' Student Y2B recognised that power and control did not rest solely with the tutor and some decisions were taken by the student cohort if not by the individual student '...obviously the boundaries and so forth that were established at the beginning, having the underlying power and control was with the tutors...'

Integration of learning

However when asked again how autonomy in her learning sits with her, student Y2B opted for '...being in control of my own learning, I like that, very attractive...' Her relationships in the past were fully merged, a characteristic of the adolescent stage in intimacy (Erikson, 1980) '...I am always sort of...entwined with people...' Autonomy in learning was apparent in student Y2A's reflections '...I can go at my own pace, I don't have to go at the pace I feel I should be or what other people think I should be going at...' Such searching evidently has a part to play in the student's reflection on autonomy and responsibility for her own learning '...I took an active role and I read quite a lot and did what I was meant to do, I did take responsibility for it...'

This student addressed autonomy from the point of deciding on her process of learning, her level of participation '...I could have glided but didn't, I could have hidden, just touched the surface but I just threw myself in...' At interview I suggested the inference from that might be that she experienced

autonomy in learning as not being an issue, she agreed ‘...I think there is some flexibility within there...’ agreeing that there were times when she did pick up the power of making decisions for herself within certain parameters, rationalising ‘...but it’s very much based on eighteen years of education...’

Year 3

The sub-themes which emerged for Year 3 students, in relation to autonomy, were pragmatism, stimulation, responsibility, risk-taking, and self-motivation. There were no discouraging aspects reported by Year 3 students under this theme. These sub-themes are summarised in Table 30 below:

Table 30: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Autonomy’, listed by plane and sub-theme

Reflections on ‘autonomy’ (intrapersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Being relaxed and pragmatic
Tutor support for learners (interpersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Giving students a ‘poke’ • Place responsibility for learning with student • Encouraging sharing responsibility
Integration of learning (intrapersonal plane)
<i>Encouraging factors</i>
<ul style="list-style-type: none"> • Not taking risks • Realisation near completion of Year 3 • Become sharper in taking responsibility • Being self-motivated as work level increases

Reflections on ‘autonomy’

Student Y3B reported she has gained heightened awareness of her autonomy in learning by being pragmatic ‘...I am fairly okay at getting on with it and having a go ...’

Tutor support for learners

Student Y3A considered her tutor’s bluntness might be one way of her encouraging her autonomy ‘...giving me a poke and say ‘come on’...’ This

student still appreciated tutor support and assistance as well as encouragement to make her own decisions ‘...as my tutor says, if I don’t organise myself to do the readings and get the written work done then nobody else is going to, so it’s up to me...’

Student Y3A saw herself as being responsible for her own learning ‘...I am aware that I can only get out of it what I put into it...’ although acknowledging the part the tutor has to play ‘...it is a two way thing up to a point...’ When asked about power in the tutor-student dyad, she was unequivocal in understanding this as lying with the tutor ‘...it feels like she is in charge...’ but responsibility for her learning was shared ‘...I am fairly self-responsible really for my learning...’

Integration of learning

Reflecting on issues of power and control in Year 3, student Y3B was able to understand the part she took in her learning, not wanting to take risks ‘...I have a much greater sense that this is my responsibility...’ Some further reflections by this student suggested responsibility was particularly important ‘... it is just getting closer to the finishing line, time is of the essence now...’

Student Y3A stated she has ‘...got much sharper in taking responsibility for my own learning...’ understanding that by picking up the control of her learning herself enabled further development and encouragement ‘... to be self-motivating is important now the level of work has increased...’

Year 4

The sub-themes which emerged for Year 4 students, in relation to autonomy, were modelling, resources, research, support, challenge, responsibility and reflexivity. There were no discouraging aspects reported by Year 4 students in this theme. These sub-themes are summarised in Table 31 below:

Table 31: Year 4 students, 'Encouraging' and 'Discouraging' factors of 'Autonomy', listed by plane and sub-theme

Tutor support for learners (interpersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Being pleasant • Modelling aspirational behaviour • Provide some resources • Encourage responsibility to research • Supportive and challenging
Integration of learning (intrapersonal plane)
<i>Encouraging factors</i>
<ul style="list-style-type: none"> • Taking responsibility for learning • Putting more of self into assignments

Tutor support for learners

Student Y4A opened, when reflecting on autonomy, by expressing appreciation and respect for the tutor '...I do like her and I think I have warmed to her, she is much more pleasant this fourth year...' When asked the reason for this respect, she deferred to the tutor '...I do still see her as an elevated, wondrous, psychodynamic practitioner, someone who I aspire to...'

Student Y4A considered her position in a way that reflected her feelings of confidence and ability to take responsibility for her own learning by her tutor '...in this last year the tutor's emphasis was very much on us to do the research and reading for ourselves...' She further reported the tutor would supply some material but encouraged the students to research by themselves '...she [tutor] gave us extracts and various bits but we were expected to go off and read more and research further...' Thus the tutor encouraged student autonomy to decide for herself the level of her research and indeed general work '...academic development in this year was really up to us, they gave us just so much but then you were expected to put in the rest [on your own]...'

Integration of learning

This student (Y4A) enlarged on her responsibility '...autonomously, finding subject areas or theories or work that you could read more about and more

about yourself...’ Student Y4B claimed she found her tutor’s approach, including the expectation for her to undertake research and apply to assignments, to be both a support and challenge ‘...the essays, because in the final year you have more...you were getting more idea of how your mind is working so when you were coming up to essays you were able to put a bit more of your own spin on it...’

Discussion

At the beginning of the course, the first entry level student was ambivalent about autonomy in her own learning, perhaps being unsure of its meaning or application. She considered the necessity of taking responsibility for her learning as being imposed on her externally, a feature of Vygotskyian interpersonal stage of development, which involved the tutor. The second student at the beginning of the course understood that the tutor was more experienced and she believed she must comply with the perceived tutor’s expectations, which was understandable but did little to enable the drive towards the student’s autonomy in learning. In these early stages the tutor could use autonomy-supportive strategies ‘...by nurturing students’ needs, interests and preferences and by creating classroom opportunities for students to have these internal motives guide their learning and activity...’ (Reeve & Jang, 2006:148).

Ryan and Deci (2000; 2002) proposed motivation theories of self-determination which informed the tutor’s style on the continuum from autonomous to controlled learning. Controlled learning in the context of psychodynamic counselling courses was not too relevant because it relied on extrinsic rewards and delivery of subject content by prescriptive inculcation. Reeve and Jang (2006) proposed the plausibility of tutors expanding their motivational style from controlling to autonomy-supportive styles, quoting experiments which seemed to support the efficacy in terms of increased

ability by students to take responsibility for learning and indeed self-motivation. Thus the presence of the tutor seemed not to lessen this student's determination to take full responsibility for her learning. Some development seemed to be evident in her statement when compared with her earlier statement from a more adolescent perspective. The beginnings of this self-motivation could be observed in the early stage student's comments, who reported determination to take responsibility for her own learning.

At the next stage (Year 2), student Y2A had a more developed understanding of autonomous learning, reflecting additionally on power and control. Vygotsky (1934/1987) proposed that control by the other to self-control was exemplified by the learning of language (Wells, 1998), it became inner-directed and served to facilitate '...intellectual orientation, conscious awareness, the overcoming of difficulties and impediments and imagination and thinking...' (Vygotsky, 1934:259). Learning of language has been a feature of psychodynamic counselling courses, both new meanings to recognised words and new words themselves specific to therapy. Power became invested in the students once responsibility for learning was acknowledged. This responsibility offered the opportunity of transference by the student onto the tutor, which was understood by the student. Such transferences included reluctance to attend and test students' commitments as well as understanding power and control were shared themes in the tutor-student dyad.

Student Y2B had moved from the earlier stage sub-theme of ambivalence to ownership of enjoyment when exercising power and control in her learning (Shahar, 2011). She was able to be involved in group decisions, exercising control over decisions made for the benefit of group members. This was done in a boundaried fashion, important as a psychodynamic counselling concept; thus she was operating and constructing learning in a social group context, by negotiating and learning from others and moving from the Vygotskyian

concepts of interpersonal to intrapersonal development and seem to suggest an increased ability for this student to stand back and view herself objectively. The merging or fusing with the other, as evidenced in transcript texts, could be understood in the theories of Freud's genital stage in which the adolescent strives to form an identity, such process being completed as adulthood was reached. Erikson (1980) posited the tension of ego identity versus role confusion as the driver of adolescent stage development, the search for acceptance playing a major part.

Student Y3A reported that power and control became dominant themes as she reflected on autonomy in learning. Exercise of power was experienced as having a risk element which might challenge the reward of success. This was somewhat mitigated by being able to balance the support available from the tutor, with the drive for self-determination. This student was able to reflect on the shared power with the tutor without relinquishing the need to exercise control when she considered her own needs in learning. This power sharing, the giving and receiving, was symptomatic of the progression-regression repetition (Shabad, 1993; Boag, 2010) described by Freudian psychoanalytic theories, including understanding of unconscious defences.

Developmental processes might have been stimulated by these rhythms of giving-receiving and progression-regression and an understanding of how this process operated helped in deciphering the ambiguity and uncertainty was contained in the Year 3 student's comments. These rhythms were exemplified in the insightful (Powell, 2000) description in which the anchor and gift play an important part in the ability to separate and detach.

The superego theme of seeking parental approval was also connected in

‘...that the hard-earned products and accomplishments of the progressive phase of the developmental process...derive much of their value from being trophies that are brought home during the regressive phase of the process and offered as gifts to parents...the subsequent parental acceptance of these gifts enables children to internalise the emotional fuel necessary to move forward once again with some degree of equanimity. In leaving a piece of themselves behind, children are able to anchor themselves securely in time and place, thus reducing the anxiety of separateness and the guilt for leaving loved ones behind...’ (Shabad, 1993:64-65).

The seeming contradiction of being responsible for her own learning and investing power in the tutor could be hypothesised in terms of the above quotation, the student wanted to gain the approval of the tutor [superego message] by gifting power, thus preparing the student for eventual separation having left the tutor a part of herself. This could also be understood in terms of the parallel process of integration of parts of the tutor into the student’s professional self (Richards, 1974).

Student Y4A assumed autonomy for her learning without having to prove to her tutor that she was capable of being autonomous. She no longer needed to gain (parental) approval from the tutor although her comments showed she held her tutor in high esteem. She understood her learning processes as she explored and reflected on her strengths and weaknesses. She took control of her learning and was able to discuss this process fully with her tutor.

This Year 4 student exhibited strong capabilities to assume responsibility for her own learning, with relevant self-determination. She reported she appreciated support from the tutor to become self-reliant in her learning and worked conscientiously towards achieving her goals. She also appreciated the importance of the link between confidence and autonomy in learning, reflecting on her own development as a result of tutor support and her own efforts. She was able to reflect on the process of her development as she moved towards her goal of integrating responsibility and becoming an autonomous learner, of achieving unconscious competence (Robinson, 1974).

Both students from Years 2 and 3, reflected on their movement towards autonomy in learning and how they arrived at their conclusions, taking into account sub-themes that emerged including reliance on the tutor, flexibility, self-motivation and self-reliance, independence and dependence, power and control and the process of decision-making (Harris, 2008). Throughout the transcript of the two Year 4 students, there were a number of instances in which they seemed to be showing growing ability to stand on the outside and look into themselves, as well as self-recognition and admission of what stood in the way of learning, both internal and external to self.

Summary

Reflecting on these transcripts, there seemed evidence of the growing ability of these students to stand outside themselves and reflect on the thinking and emotions of the person dwelling within (Bruner, 1986). Thus the change and development of the student (Skovholt & Rønnestad, 1992), through course experiences to become reflective, was not only a product of her study but also found to be an enabling process which encouraged her to continue her studies.

Theme (v): Private Life

Overview

One of the strong influences that students reported on was often fragmented personal relationships and the pressures these brought to learning activities and their patterns of study. Students commented very clearly on the degree to which support from their family influenced their study. Students also commented, on how learning on the counselling course enabled the student to apply new ways of 'being' and skills learned to her life outside the college environment.

I have widened the analysis to include students' social interaction with peer students (Bull & McCalla, 2002), as all interviewees mention this was an enhancing activity in their learning experience. The social interaction was an element of students' private lives as this generally occurred outside the boundaries of the course.

Students reflected on the influence of their personal development on their private lives as well as the affect private lives had on their studies and training. As above, I have utilised the concepts of interpersonal and intrapersonal planes to analyse the location of their learning that the students report.

One of the points addressed at initial selection interview, for psychodynamic counselling training courses, is to ascertain from and give opportunity to the applicant for reflection on whether her private relationship was strong or resilient enough to withstand the potential challenge of changes brought about by personal development of one partner. My experience suggested that, throughout a counselling training course, the opportunity for personal development was substantial, particularly during first two years. Applicants were informed that the counselling course did not have an agenda to interfere in students' private lives but considered this change to one individual to be

an issue for the applicant to address. The course selected might be the one preferred for study but the timing of commencement might not be right for the individual and her personal circumstance. Some applicants did opt out at this juncture, preferring the certainty and security of known private relationships.

Analysis

Year 1

The sub-themes which emerged for Year 1 students, in relation to the theme of private life, were awareness, boundaries, disclosure, competition, safety, judgment, birth order and conforming. These sub-themes are summarised in Table 32 below:

Table 32: Year 1 students, 'Encouraging' and 'Discouraging' factors of 'Private Life', listed by plane and sub-theme

<i>Reflections on 'private life'</i>	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Increased awareness • Becoming quieter • Acceptance of boundaries • Comparing existing occupation with counselling • Separating personal material 	<ul style="list-style-type: none"> • Withholding material about self
Peer support for learners (interpersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Others volunteering first • Assurance of safety 	<ul style="list-style-type: none"> • Judging • Ridicule causing embarrassment
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Considered birth order • Surfacing blocks to learning • Conformity • Fitting in to the group (like family) 	

Reflections on 'private life'

Student Y1A volunteered how her learning experience influenced her family life particularly as she was personally changing '**...definitely heightening my awareness in everyday life all the time...**' as she experienced some transfer

of course involvements into her outside life ‘...it feels all-pervasive for me, I am a lot quieter in taking things in with my children, my partner and the rest of my family...’ She considered the psychodynamic orientation of the course would affect what and how she was ‘...on the course I suppose in a converse way I haven’t disclosed much of myself, to do with the course really...’

Student Y1B was aware that her understanding of how a counsellor behaved was to keep a ‘professional distance’ and not crossing the boundary of sharing her personal life (Owen & Zwahr-Castro, 2007) ‘...not bring it [personal life] into the lecture sessions, if I am going to an evening class making pottery I would be in there, chatting about where I live, etc...’ She was resolute in her determination not to contaminate her learning counselling skills and activities by personal material ‘...I appreciate the group support, I am not bringing my family life to the classroom...’

Student Y1A acknowledged it would not be appropriate for her to share herself and life when she was learning about the boundaries of the psychodynamic approach ‘...if everybody started that, it’s almost crowding the room when we are just finding our feet and building the foundation...’

The reason for commencing the course, for this student, was defined as personal development tempered by ambivalence about career change ‘...to think I am going to be a counsellor, I am actually an accountant, I am the kind of person who can talk to you and I could put a blockage to what is going on in my personal life, I can do that...’ Thus she talked of her ability to separate her own material from that of a client ‘...from that point of view I know that wouldn’t be an issue for me...’ without understanding the phenomenon of countertransference, an essential concept in psychodynamic counselling training. This student became more explicit as she reflected on her future and the effect this might have on her private life ‘...I haven’t got down to think

in four years' time I am going to start becoming a counsellor, even if I was to do it voluntarily it will change my private life...'

This student reported that change would happen through her hoped-for personal development '...I am not doing this course purely to be a counsellor at the end of it, I am also doing a lot of it for self-development...' However, reservations existed and she left final decisions in abeyance '...I am not saying it [counselling] is not something I won't do at the end because obviously I came on this course with that goal, you wouldn't do accountancy for personal development...'

Peer support for learners

Student Y1A was only compensated enough to take the risk of involvement by an increase in confidence as she heard other students' contributions '... I was thinking too much of people judging me and making me into this person, then it ended up with me being that last one because everybody else put their hand up...' She could only share her thoughts about her private life with an increase of confidence '...how I overcame that block, that discomfort, was when seven or eight people had spoken about their material, what I was going to say was stupid and that people would think 'what has she brought that in for?...' The fear and embarrassment of exposure to ridicule by her peers prevented sought participation.

Student Y1B reported she had a need for assurance before possible exposure when volunteering occurred '...after three people had gone I waited until someone else's had gone up when I wanted to do it, I waited for others' hands to go up as opposed to being first, I have an issue with standing out, I just do not like it at all, embarrassment...'

Integration of learning

I wondered whether there was reluctance to look at what student Y1B found disenabling in her private life ‘...we had to bring a piece in of us, or affected us, our private life, it’s weird, I wasn’t comfortable being the first one, or second, or third, to say ‘here’s my thing’, it’s like I am competing with my sisters...’ It seemed her order of birth (Mansager, 2014) had an effect on her ability to change, as classic Adlerian theories inform, ‘...I was the youngest of four sisters and always took my lead from them...’

She was aware that personal development was likely to be a focus on the course ‘...if anything it’s going to be my blocks, they are going to come up for me...’ Again this student reflected on her need for a sense of belonging ‘...I am not the only one looking at me and thinking ‘she’s the outcast’...’ She wanted to be part of a group and her learning experience to be contained and safe on the course, as it was in her private life ‘...part of the group, fitting into that group as I do in my family...’

Year 2

The sub-themes which emerged for Year 2 students, in relation to the theme of private life, were self-awareness, containment, feedback, family, reflection, risk-taking, theory and separation. These sub-themes are summarised in Table 33 below:

Table 33: Year 2 students, 'Encouraging' and 'Discouraging' factors of 'Private Life', listed by plane and sub-theme

Reflections on 'private life'	
Encouraging behaviour	Discouraging behaviour
<ul style="list-style-type: none"> • self-awareness 	<ul style="list-style-type: none"> • Containment
Peer support for learners (interpersonal plane)	
Encouraging factors	Discouraging factors
<ul style="list-style-type: none"> • Positive feedback • Relationship availability 	
Integration of learning (intrapersonal plane)	
Encouraging factors	Discouraging factors
<ul style="list-style-type: none"> • Applying trans-generational learning • Reflecting on family life • Taking risks • Understanding how theory applies to her family • Separating from course 	

Reflections on 'private life'

Student Y2A started with a reflection on reservations she had in sharing her private life on the course, with containment and self-awareness being a perceived problem '...I am not very good at containing but I also was not particularly self-aware, so a combination brought a stage of panic because I didn't know what was going on and I couldn't contain it...'

Peer support for learners

Student Y2B reported that receiving positive reactions from peers helped her change '...you're receiving positive feedback from people who want to make relationships with you, that helped me open up more and lower defences...' The affirming nature of peer support enabled this student to reflect on the potential of what the course could offer '...I expected more than I got during the course, or gave, by the end of the course I developed the relationships with people that I didn't think I would at the beginning...' However she found social interaction with peers enhanced her learning '...it strengthened the relationships I have made on the course and its finding whether you do have a relationship with somebody to build on outside of that very 'hot-house' environment on the course...'

Integration of learning

Student Y2B understood the cross-generational nature of how theory could be applied to inform development ‘...also as a daughter as well, I think about the relationship between me and my parents in that entanglement dependent sort of way...’ Learning on the course enabled her to facilitate changes in her private life ‘...with my children I do as well, especially coming down to the ‘Strange Situation’ (Ainsworth, 1979, 1989) I try to be very tolerant of my children’s reactions to me when I go home...’ This student found social interaction outside the course helped her learning ‘...to put myself ‘out there’ really and knowing that the fear of rejection was something I could risk...’

Student Y1A was able to apply some learning from the course to her private life, in particular the application of theory ‘...what resonate with me [are] the ideas of attachment, I think about that when I am away from my children and with my children as a mother...’

Student Y2A reflected on her personal development ‘...that applied to [my] self-awareness through not going back to old patterns of behaviour...’ After she concluded the stage, this student was starting the process of separating ‘...I haven’t seen any peers but I am in touch with some on Facebook, no face-to-face contact since the course finished...’

Year 3

The sub-themes which emerged for Year 3 students, in relation to the theme of private life, were involvement, bonding, families, contact, progress social interaction, support, motivation and reflection. These sub-themes are summarised in Table 34 below:

Table 34: Year 2 students, 'Encouraging' and 'Discouraging' factors of 'Private Life', listed by plane and sub-theme

Reflections on 'private life'	
Encouraging behaviour	Discouraging behaviour
<ul style="list-style-type: none"> • 'Immersion' in course' • Prioritising studies 	
Tutor support for learners (interpersonal plane)	
Encouraging behaviour	Discouraging behaviour
<ul style="list-style-type: none"> • Convincing of worthwhile effort 	
Peer support for learners (interpersonal plane)	
Encouraging factors	Discouraging factors
<ul style="list-style-type: none"> • Quickly developing learning bonds • Sharing similarity of family experiences • Confirming availability for post course contact • Sharing in progress comparison • Availability for social interaction • Matching support with what was required 	<ul style="list-style-type: none"> • Lack of social interaction
Integration of learning (intrapersonal plane)	
Encouraging factors	Discouraging factors
<ul style="list-style-type: none"> • Reflecting on work/life balance • Reflecting on motivation to study 	<ul style="list-style-type: none"> • Prioritising family life

Reflections on 'private life'

Student Y3A reported the course as all-involving '...complete personal immersion in the work and you are prepared to dive in and participate, prioritising the course above other parts of your life...'

Tutor support for learners

Student Y3A was prepared to prioritise course requirements above her private life '...the more you put into it, as she [the tutor] puts it to me, the more I will get out of it...'

Peer support for learners

There was comment by student Y3A on the rapidity of the development of peer relationships '...it still feels very early stages, the bonds that are being created on the course are much deeper and are being [developed] much quicker than many normal social bonds...'

Student Y3B reflected on the beneficial nature of common experience ‘...yes definitely and it feels like supportive relationship because everybody is in the same boat really, sharing family stories...’ This student did see relationships lasting after she completed the course ‘...yes, I would see that as being desirable and I do see people outside the course...’

Student Y3A identified social interaction with her peers as taking on more significance ‘...it’s becoming more and more vital to my continuation on the course and the whole idea of the reassurance and support you can get from ranking yourself against your peers...’ She reflected on her need for support gained through social interaction ‘...it is much more important to me than it has been, I guess it must have something to do with my need for that in order to get through this experience...’

Student Y3B reflected on the possibility of retaining friendships after the course ends ‘...there will probably be one or two [peers] at this juncture that I would like to keep in touch with after the course ends but this could change...I certainly keep contact with people who were on the first year course...’ However she still retained some ambivalence ‘...it [social interaction] hasn’t happened yet on this year, it’s frustrating...’ Student Y3B talked of the appropriateness and ambivalence in terms of support she needed ‘...it [support] varies with how much contact I need with other people outside the course...’

Integration of learning

Student Y3B reported she developed resistance to participation on the course because of the demands of her family life on her time and energy, seeking some balance in her life but held reservations ‘...it is tricky, I have the whole other life, family, kids, a bit of work, it’s quite hard to switch between the two, dividing time really between the course and non-course activity...’ She experienced difficulty finding time and motivation to devote to her studies

‘...it is quite difficult when I have to sort the kids out, get their tea and bed, then sit down and write very deep stuff about myself, that is tough...’

Year 4

The sub-themes which emerged for Year 4 students, in relation to the theme of private life, were competition, success, families and preferences. There were no discouraging aspects reported by Year 4 students under this theme. These sub-themes are summarised in Table 35 below.

Table 35: Year 4 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Private Life’, listed by plane and sub-theme

Peer support for learners (interpersonal plane)
<i>Encouraging factors</i>
<ul style="list-style-type: none"> • Encouraged competition • Talked about success and experiences
Integration of learning (intrapersonal plane)
<i>Encouraging factors</i>
<ul style="list-style-type: none"> • How seen by others • Reflecting on family importance • Reflecting on like to ‘stretch’ thinking

Peer support for learners

Student Y4A reflected on the difficulties of proving herself to her peers, especially when reflecting on past familial competitive experiences ‘...I do worry about letting myself down as I did in my family but I know that was sometimes becoming less in their [peers’] eyes...’ She talked of proving others wrong and how in psychodynamic terms this has strong connotations with superego and familial messages ‘...looking at that now I am saying I had to prove them wrong, we [peers] talked about this...’ She considered the opposing aspects of being correct ‘...it’s the other way round really, rather than proving them wrong would be ‘I proved you wrong because I really can’t do this, you were wrong all along, I was right’...’

Integration of learning

For student Y4B family life was stated as the motivating force ‘... my family is my base, from there I grow...’ which also stimulated her thinking capacity ‘...I love my brain, absolutely adore it, using it, stretching it, the things it will do, what it will find...’ The familial messages she has internalised from her childhood seem to be based around freedom and altruism ‘...whatever you want to do is OK, but there is a little caveat on the end of there, if ‘it is something good that’s even better’...’ It was noteworthy that this student built on her earlier pilot study experiences, opening up the previously disclosed like for play with an example of hedonism ‘...yes, have fun and do well...’ She confirmed this as being another early familial message from her past that she retained and internalised ‘...I was told have fun but ‘don’t upset other people’ but then that’s not the right thing to do because you can actually collude with people...’

However because of the need for assignment resubmission separation for this student was being delayed ‘...yes I still have one foot in the course and I would rather have them both out...’ She stated ruefully ‘...when I talked to you earlier [pilot study] I expected to be standing on my own two feet, back in my private life but I have still got a foot dragging behind...’

Discussion

It was clear from students’ comments that changing and often fractured familial relationships (Skynner & Cleese, 1993) occurred in past and present, were both motivations and distractions for study. Student interviewees reported how communications and modern work practices played their part in this changing scenario. Within the context of the counselling course and university, the social and emotional influences were being dynamically integrated into the students’ self-experience and self-structure through the inter-subjective contact with tutors [*cf* ZPD] and peers. It therefore seemed

integral to students' understanding of personal development that tutors were aware of the ways in which they [tutors] modelled and demonstrated their own self-structure as part of the co-creative process in which they also acted on, constrained and informed students' self-integration and meaning-making.

When working collaboratively (Wyn, 1990; Blumenfeld *et al*, 1994) on the student's development, the researcher was aware that emotions and emotional interactions (Uttl *et al*, 2006) were '...slippery and unpredictable...' (Boler, 1999:3) at the best, especially if showing emotions and feelings have been discouraged in the student's earlier familial experiences. The highly autonomous student Y1A characterised her family life generally as being very supportive and loving. She was able to share her emotions appropriately intimately and the developmental occurrences provided another link between the model of the confiding relationship and everyday life (Towbin, 1978). Without understanding the concept of the phenomenon of countertransference and how her feelings engendered from such phenomenon might have informed her interventions, this student had already come to the decision that she would be able to separate her own feelings from those of her client. The familial superego messages that helped form the countertransference feelings were still to be understood, connections had not yet been made.

As she started her studies, student Y1A related she was able to reflect on how new learning and course experiences enabled her to construct new and changed relationships in her family life. She appeared aware of her need to differentiate and keep separate her private life from what she shared on the course. The professional distancing modelled by the tutor, as being appropriate in the counselling relationship, seemed to reinforce her understanding of boundaries and how to construct the counsellor-client dyad. There was an indication of birth order behaviour and I might have addressed how her experiences in her early familial life were replicated on the course.

The possibility existed that her behaviour was symptomatic of the youngest child, by waiting for others to volunteer.

Student Y1B already understood the importance of personal development, in her training to be a counsellor, as an element of her training course and she was able to address her own desire for personal development (Menon, 2002). The interpersonal relationship was at the very core (as suggested by Klein, 1971; Bowlby, 1988) of human development and the means by which the internal and external worlds (Egan, 1994) undergo a process of development.

Student Y2B did not want to expose herself to vulnerability, nor was she able to work with dilemma in a state of unknown. She volunteered from a more secure state, removing the need to take a risk when telling her story (Kaufman & Davis, 2009). From students' narratives there seemed little propensity to take risks on the course, especially during the early stages, preferring the security of belonging to the student group seemingly replicated from family life. Perhaps strangely, student Y2B had concerns about her ability to contain herself, particularly when she shared perceived confidentialities from her family life. She has already studied at the Year 1 stage, which experience seemed to prepare her minimally for the challenges of Year 2. What resonated with her was some theoretical learning she has taken from the course and applied to her family life. In general, students attending counselling courses were encouraged to reflect on family life as part of their progress towards becoming grounded practitioners.

Working with genograms and understanding where and who 'I am now', through family histories, is basic to students learning about the psychodynamic concept of transference. Students reported they did attend learning courses '...with their families in mind...' (Youell, 2006:136) and this influenced relationships with both the tutor and students' peer groups.

Equally the tutor had expectations of students, evolved from their experiences of tutoring and these might not be consistent with student expectations.

Research (Birditt *et al*, 2009) suggested that interpersonal tensions, experienced in family relationships, predicted poor future relationship quality, thus the importance of secure early familial relationships was projected in to the student's ability to form solid relationships with the tutor, in preparation for the creation and maintenance of cathartic client alliances. Both the Year 2 students reflected on cross-generational aspects of relationship development and how the independent lines of influence (Steele & Steele, 2008) between fathers and student and mothers and student differed. These differing relationships countered the classic idea that all love relationships were based on the prototype of the relationship with the mother. Steele & Steele's (2008) research findings suggest Freudian thinking was further extended by the suggestion that the relationship with the father developed due to his [father's] interactions and because of the thoughts, feelings and fantasies the father carried with him from his own childhood. This built on the classic psychodynamic understanding that resolution of oedipal complex tensions found in family life were solely central to understanding personal development.

In Year 3, both students reported that the demands of more advanced study and stage became an issue. The very nature of the course at Year 3 level suggested involvement in many areas of the individual student's life. The ability to separate family life from college life was stated as being challenged as the student became more involved with the extra demands of counselling clients for the first time. The anxiety of starting a counselling relationship with a real client was apparent in both Year 3 students' interview comments.

One of the most important aspects of psychodynamic counselling was its focus on emotional aspects and psychological repair between human beings

(Rizq, 2011). The student's wish to be cathartic increased her anxiety levels and became emotionally draining. This experience had the possibility to be replicated and re-stimulated in transference during the first few sessions with the client, to such an extent that the student's concerns could develop into performance-fear, thus increasing anxiety. However this Year 3 student rationalised the support gained from social interaction she needed was dependent on the particular challenges she faced in terms of increased anxiety. It was against this background that the student's experience of family life had to be assessed by the tutor as to whether the student was ready to take on the challenges of being a counsellor.

Both Year 4 student reflected on the similarities between family and course life. They related how the extremes and tensions experienced during Year 3 were replaced by self-dialogue on an intrapersonal or individual level (Vygotsky, 1978). Student Y4A reflected on internal processes, acknowledging family life provided the secure base (Bowlby, 1988) from which she faced course challenges and extended herself in her thinking processes. She was able to critique her superego familial messages and reflected on both the freedom and limitations these provided for her. Such justification was brought about as a result of reflection. She picked up on the tension between the university courses and 'outside' life, especially in Year 4 when she was working largely autonomously, originating much of the work herself, without seeming tutor input.

Student Y4B talked about being able to deal with completing the course and leaving in an unstructured way, without expressing regrets or frustration. She had become grounded as she reached towards the stage of unconscious competence; no longer did she have performance-anxiety but attended to the process and finer points of working with clients. She paid attention to the subtler aspects of counselling, that is timing and orchestration found in progress to accomplished counsellor or master-craftsman.

Vygotsky (1930) proposed differentiation between mastery and craftsmanship, quoting Engels ‘...if a peasant is master of his land and the craftsman of his craft...then in no lesser degree the land rules over the peasant and the craft over the craftsman...’ (van der Veer & Valsiner, 1994:177). This attribution could be taken to define the role of student and counsellor as being different, however some thought could be given to the progression of the individual from student to counsellor. Certainly the rate of this evolutionary progress of the Year 4 student (Y4A) was dependent on a number of factors, including early familial experiences and the ability of the student as a counsellor to provide a secure base (Bowlby, 1988) from which her future clients explored their own worlds. The student’s family life had the capacity both to support her studies and to provide on-going distraction. However the two students at the end of their training reported they did reflect on reality, returning to their private lives and made the necessary adjustments that personal development and relationships required.

Pilot study students’ interventions

Student Y2B talked about her relationship with her tutor in detail and expanded on how she was encouraged by the tutor’s feedback. Student Y4B reflected how she had experienced handling conflict and challenge and was very forthcoming when disclosing her feelings about trust and understanding transference of earlier familial experiences. Both students referred back to their pilot study experience and commented how they had built on their responses in the main study.

Summary

The domain ‘student behaviour’ included the main themes of ‘changes to self’, making judgements of the tutor’, ‘self-esteem and confidence’, ‘autonomy’ and ‘private life’, with many sub themes emerging. By analysing the themes on the interpersonal and intrapersonal planes, both encouraging

and discouraging factors for students' learning became clear. Students generally talked freely about these themes, about what was significant to them in their learning and very importantly reflected on their personal development at different stages in the four-year training course. The building of intramental thinking on the intermental plane is a clear process and happened throughout Year 3 and Year 4 particularly. However it is also interesting to note that some Year 1 students reflected intramentally (intrapersonally) at considerable depth, perhaps this is a commentary on the psychologically minded attributes of students who enter counselling training programmes.

Interventions by peers and tutors were mainly found to encourage students' learning, however there are occasional examples of discouraging behaviour which have emerged and which did indeed affect students' actions and learning. The surprise here was the low level of discouraging behaviour or factors reported by students. Perhaps this was because the student placed herself squarely in the centre of her learning, taking responsibility for her own learning which bred confidence and self-esteem. From this base she had the opportunity to construct the changes she wanted to make, which enabled her to judge the tutor's performance and understand the importance to her of her private life and how it fitted in with and informed her studies on the course.

6: Findings and Analysis, Part 3, Domain 3, Learning and Theory

Introduction

In this chapter I have considered the analysis of themes contained in the domain headed 'Learning and Theory'. In this domain are included themes of 'Individual Learning Processes' and 'Theory'. Understanding the students' learning processes emerged as a strong theme when analysing students' reflections. Students reported that 'Theory' played a part in their reflections throughout, informing them of both personal development and how, when and why interventions were used in the form of counselling skills in interaction with clients (especially in clinical placements).

Theme (i): Individual Learning Process

Overview of theme

The students generally reflected on learning as being concerned with both content and process. The content was mainly focussed on psychodynamic theory which is discussed below. For these students, at all stages on the counselling course, the process of learning tended to be about taking responsibility and reflecting on commitment.

The outcomes of research by Van Berkel & Schmidt (2000) demonstrated that the quality of small group functioning, as well as the quality of the learning experience, supported the constructivist approach to learning in which students said they did benefit where active collaborative learning was encouraged (Blumenfeld *et al*, 1994).

Introduction

In this analysis of the theme of learning, I discuss students' stated learning from experiences on the four years of the counselling course. Some of these experiences highlighted understanding about empowerment (Lee & Smagorinsky, 2000) in the student-tutor dyad and how this understanding might have been applied more widely. I discuss how empowerment itself seemed to provide motivation (Wells, 1993) to continue studies. From the early stages through to ending the course, I address how students reflected on a seemingly increased ability to accept responsibility (Vassilieva, 2010) for their own learning and that increased responsibility appeared to heighten and stimulate (Bennett, 2001) the student's interest to train as a counsellor.

I consider the role of the tutor in the dyadic relationship in all four stages of the counselling course, as well as parts played by peer students individually and as a group, as the student constructed her learning. I have discussed learning methods (Kolb, 1984; Bodrova & Leong, 2001; Tynjälä *et al*, 2003; Smith, 2006) that students found facilitative, particularly for skills' acquisition, which included how the course was delivered. Throughout the four years of the course students commented on and highlighted experiential methods (Moon, 2006) as preferred. I address students' perceived blocks to learning and compare how these were modified through the course life. The other major sub-theme I discuss is the emergence of self-confidence in the participant students' abilities to learn to become cathartic counsellors, as they reported their experiences on each of the four years of the course and how

this personal development was enabled throughout as a result of studying on the course.

Analysis

Year 1

The sub-themes which emerged for Year 1 students, in relation to the theme of individual learning processes, were empowerment, public misconceptions, client role, curiosity, group work, sharing, independence, responsibility, experiential, research, assertiveness, reflection, reading, theory and affective domain. There were no discouraging aspects reported by Year 1 students under this theme. The sub-themes are summarised in Table 36 below:

Table 36: Year 1 students, 'Encouraging' and 'Discouraging' factors of 'Individual Learning Process', listed by plane and sub-theme

Reflections on 'individual learning process'
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Understanding counselling empowerment • Appreciating public misconceptions • Comparing experience of being a client • Being curious
Peer support for learners (interpersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Being active in group and course settings • Sharing ideas and values
Tutor support for learners (interpersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Sharing experiences as a counsellor • Encourage to develop independent ways of counselling • Driving and directing course study • Moving from prescriptive to experiential teaching • Mixing with all members of the group • Introduces discussions on reading/research
Integration of learning (intrapersonal plane)
<i>Encouraging factors</i>
<ul style="list-style-type: none"> • Becoming assertive • Finding space for reflection • Understanding need for preparatory reading • Marrying theory and practice • Appreciating the affective domain • Pleasure from being active in her learning • Preference for learning by reading • Appreciative of benefits gained by interaction with others

Reflections on ‘individual learning process’

Student Y1A opened with her own experience of counselling ‘...I had very brief six sessions of counselling myself, I was amazed by what it actually was and what it actually did and the power of it...’ She had a definite opinion on what she expected to learn as she started the course ‘...the power of psychotherapy or the empowerment of people and also how it’s perceived by people who don’t know about psychotherapy...’ When asked further about this perception she reflected on the dismissive nature generally attributed ‘...some people see it as people sitting there not doing much at all...’ Student Y1B reported that what she learned from her own experience of being a client, where she ‘...realised there was much more to it [counselling] and that’s what drew me to the course, to find out what that [counselling] was and how it happened...’ She also expected to learn about the process of empowerment, as a result of her own experiences as a client, which she reported encouraged her ‘...how that came about because it wasn’t somebody just sitting and sympathising at all...’

Peer support for learners

At the Year 1 stage, the first student elaborated her understanding of the benefits of group work in the presence of others, ‘...I like group work, discussions in groups with active people, rather than dry ‘stats’ surrounding a theory...’ She further reported she liked ‘...discussing and bouncing ideas, seeing where we get to, it embeds itself better...’ However student Y1B stated a preference for being self-motivated ‘...I like independent learning, I always have done...’ although adding ‘...I do get a lot [of learning] from others [peers] on the course, if they are not just passive...’

Equally student Y1A considered interactions with peers on the interpersonal plane facilitated her learning ‘...I like the idea of base groups, you feel more comfortable in your learning when you know your peers a little bit more...’

She reflected further on the value of peer-learning ‘... I am learning from my peers sharing ideas and valuing what they are bringing...’

Tutor support for learners

Student Y1A acknowledged the role the tutor played, in her learning from a tutor, as the more experienced other, on the interpersonal plane in the ZPD, who was also a counsellor ‘...well the tutor being in practice herself and sharing experiences, if you had a tutor who wasn’t a counsellor you wouldn’t learn half as much...’

Student Y1B reflected an initial discomfort of tutor modelling ‘...I had an initial reservation in learning this kind of ‘vocation’, it’s very important to be yourself rather than learning from a tutor and acting as they act...’ although for learning potential she stated the presence of the tutor in the classroom was more helpful than being solely with her peers ‘...it [tutor presence] is important, I am learning it is becoming more important than I thought...’ This was because ‘...she [tutor] can drive the discussion and direct it, I do become impatient when peers go off at a tangent so I am quite grateful when the tutor brings it back...’ She commenced from preferring prescriptive teaching to beginning to construct her own learning ‘...if I look back say six months, I would have been wanting just to hear from the tutor but not now...’ It became clear that the interaction of peers and tutor in a group encouraged her learning ‘...I like the way my tutor mixes with the group, the way she opens the session with having a brief chat about the reading and research material...’

Integration of learning

Student Y1B reflected on the personal development that experiential learning offered her ‘...because it’s that experience of learning that gives me the strength and makes me assertive...’ Student Y1A volunteered some earlier reading in preparation for her study ‘...I’m glad I did some reading at home

around attachment theory with Bowlby a little bit about Freud...' perhaps needing the certainty of knowledge before studies commenced, where prior learning had been scaffolded on the interpersonal plane.

Student Y1A looked forward to different ways of learning via '...case study and role play, marrying the theory and practical...' identifying what was helpful included the affective domain '...I used to quite like going into a class being taught and learning and sitting the exams, now I like 'feeling' the learning experience, like it affects me...' .

The first Year 1 student found theoretical learning encouraging, an example of the tutor scaffolding learning in the ZPD '...I think you try to assume a bit of confidence or security if there is some solid theory there...' and described herself as '...pleased to be active in the learning environment, as in taking part...' .

Student Y1B reported she was aware of her own personal development '... I think knowing how I am growing is quite an important change for me, something important that I am learning...' which she proposed had close connection to her learning on the course '...the two go hand-in-hand...' For this Year 1 student experiential learning, especially by role-plays, was favoured '...I didn't necessarily know how I would be as a counsellor, learning how to be a counsellor in role-play but more I'm enjoying learning from other people...' She reported she valued a gender-mix on the course to give her additional learning opportunities '...coming from an all-girls school, I really value having males as well to dilute any issues, there is a danger of it becoming all-female, I prefer a mix...' The first Year 1 student stated '...I do like learning through reading because that for me is sometimes good, private, quiet, just read with your own train of thought...' although the second student acknowledged interaction with peers and tutor was helpful '...that would facilitate my learning much more than just sitting there reading books...' .

Year 2

The sub-themes which emerged for Year 2 students, in relation to the theme of individual learning processes, were awareness, ability, experiential, anxiety, boundaries, signposting, confidence, knowledge, reliability, transference, rescuing, emotions, defences, parallels, role of counsellor, non-verbal communication, reflection theory, consistency, confidence, liberation and self-esteem. The sub-themes are summarised in Table 37 below:

Table 37: Year 2 students, 'Encouraging' and 'Discouraging' factors of 'Individual Learning Process', listed by plane and sub-theme

Reflections on 'individual learning process'	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Becoming more aware of relationship dynamics • Increased learning ability 	
Peer support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Sharing experientially 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Containing anxieties • Providing a safe environment by emplacing boundaries • Signposting and flagging-up important issues • Enabled confidence which stimulated learning • Accepting student participation without repercussions • Being knowledgeable and experienced • Being reliable • Enabled student to work in transference • Validating, not rescuing 	<ul style="list-style-type: none"> • Didactic/instructive nature
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Appreciating emotional nature of the learning • Becoming less defensive • Understanding parallels between course and client work • Increasing awareness of counsellor's role • Reflecting on meaning of non-verbal communication • Reflecting on part played in a relationship • Becoming reflective • Appreciating need for consistency and regular course contact • Having strong inner confidence • Understanding benefits taken from difficult learning and reflection on being liberated 	<ul style="list-style-type: none"> • Being overwhelmed by theory • Having low self-esteem

Reflections on ‘individual learning process’

Student Y2A acknowledged her own progress on the course ‘...the practical skills [development] definitely felt as if there was acceleration in learning, I am becoming much more alive to what was going on in those relationships...’

Student Y2A commented how cementing relationships with her tutor assisted with her learning ‘...the relationships with tutors was for me that much more established, so I felt more relaxed and able to learning [sic]...’ The tutor encouraged the student by scaffolding learning in the ZPD and gradually encouraged student autonomy by decreasing interventions.

Peer support for learners

Learning experientially on the interpersonal plant with peers was helpful for student Y2B as ‘...it’s the opportunity to be sharing on a very personal level with a group of fellow students, it’s quite humbling, it’s very illuminating and it’s fascinating...’

Tutor support for learners

At the beginning of Year 2 student Y2B had reservations about the perceived didactic or instructive nature of the tutor ‘...initially I thought (oh my God) why is it all so prescriptive...’ but as time progressed she began to understand the course processes ‘...it made sense to me, more and more so...the containment I think, putting those boundaries in place, making it a safe environment to learn...’ We explored the difference between being controlled and being contained in terms of the learning environment, but student Y2A demurred ‘... the difference between contained and controlled, I don’t really know the difference but I think contained probably...’

Student Y2B reported she learned from her tutors as the more experienced other in the ZPD ‘...I like to have somebody who knows more than I do giving

me signposts along the way and flagging up things that are important...' The first Year 2 student identified both her tutor and her peers as being the main facilitating factors she found helpful in learning to be a counsellor '...the tutor and the group that I found myself in were the main factors that made it possible for learning the way that I did...' and particularly identified '...the relationship with him [tutor] gave me the confidence, that stimulated me and helped my learning...' The other Year 2 student enlarged on the theme of learning from the tutor in the knowledge that risks could be taken without fear of reprisal '...it gave me the confidence to go that bit further knowing that [from the tutor] there would be no negative consequences for learning and actively participating, there would be no repercussions...'

Student Y2A was particularly positive about how her relationship with her tutor, the more informed and experienced other, provided a beneficial learning experience because '...another factor was her knowledge and her experience...I think she was fulfilling a fantasy for me really, she was a stable secure person I could trust and then I felt I could engage with this journey because she was always there, that fantasy maternal figure which I could trust...' which presaged an ability to work in transference.

There was evidence of the active part played by the tutor in the second Year 2 student's learning '...very important because it gave me the opportunity to learn...' with which she was evidently able to connect and from which she benefitted '...it was important in my learning that I wasn't rescued but I was validated by the tutor...'

Integration of learning

Student Y2A stated her expectations of learning from the past seemed somehow challenged '...I mean it was a completely new way of learning for me, I did an arts degree and then did law and you know it's a different way of applying my mind intellectually...it's emotionally and everything...' This

student understood the connection between personal development and learning ‘...it’s sort of digging down, so it probably took the first year for me to be less defensive...’ When she reflected about learning how to build and maintain a therapeutic alliance, she stated she preferred a practical approach ‘...in the skills practice work, working with other students simulating a counselling relationship was good....’ and added the rider ‘...obviously it’s not directly applicable to a counselling relationship because you are working with different people...’ The experience of being able to practise skills and let material emerge seemed beneficial to her ‘...I suppose just sitting down with somebody and working with what happens is a great learning experience...’

Student Y2A identified one possible block to learning was the challenge of learning new theories ‘...building on Year 1 really...I found very much initially quite overwhelming actually, the theory...’ Making some connections of skills with theory, I wondered if it was, for this student, about learning how ‘to be’ with a person who was defended and somehow enable that person to confront her own defences. That was the skill that might prove daunting ‘...it’s a higher awareness of how I might be impacting as someone may be experiencing me as a counsellor and fine tuning how I present...’ .

The need to be seen to be professional in the role of counsellor and being aware of non-verbal communications seemed to encourage student Y2B ‘...the slightest thing, from how you would say ‘hello’ to somebody to how you sit, whether you nod or don’t nod, hopefully you don’t interrupt, I like it as it comes into clearer focus....’ This student had begun the process of integrating micro-skills of listening and attending as well as working with some basic counselling skills ‘...picking up on a sense of real anxiety from somebody else and being aware of their body language or even something that’s not tangible that communicates in a physical way...’ For this student the challenge in learning was to have the conviction to take risks and bring to

attention what was unsaid ‘...yes, having the confidence, courage or be bold enough to make challenges appropriately, for example if you think someone is being defended or avoiding...’ She reflected further on changes that occurred as a result of her learning ‘...that informed me about learning about how I react in certain situations...’

Student Y2B appeared to have some reservations and discomfort when reflecting on outcomes. She was able to be positive about developing an ability to interact ‘...not always liking how the conclusion that I came to but again growing awareness and a greater perception about my part in a group and the impact I am having on somebody else...’ concluding ‘...that certainly informed my learning...’

Learning to be reflective was seen by student Y2A to be very important ‘...the written reflection on what happened on the course was a big learning experience for me...’ Student Y2B reported she was reflective in nature, being able to reflect on the intramental plane, as well as being an independent learner ‘...I like to have time to learn, I like learning by myself...’ and for her learning was seen as being encouraged if time was allowed for reflection ‘...I like the opportunity for personal space and time to do that...’

This student volunteered she needed to have reasonably strong inner confidence to be able to take on learning to become a counsellor ‘...additionally beyond the learning of working as a counsellor, I think I can’t present myself to someone in that relationship if I don’t feel reasonably OK about myself...’ However, student Y2B volunteered a low self-esteem ‘...it is something that has been highlighted that my low self-esteem impacts on my day-to-day life and who I am...’ which influenced all parts of her learning experiences ‘...it wouldn’t really matter what my tutor says, it is sort of a core belief that I am not good enough...’ This first Year 2 student (Y2A) considered consistency and regularity to be among factors that helped her

learning ‘...the consistency of the course, I need that to bolster me...’

Student Y2B concluded that she learned most when she was in an area of most challenge ‘...my greatest learning in the last two years is when it is the most difficult...’ She volunteered her main learning was about herself ‘...I am learning to accept who I am, which is quite liberating really...’

Year 3

The sub-themes which emerged for Year 3 students, in relation to the theme of individual learning processes, were theory, identification, responsibility, feedback, facilitative relationship, reflection, control, self-esteem, reading, experiential and anxiety. The sub-themes are summarised in Table 38 below:

Table 38: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Individual learning process’, listed by plane and sub-theme

Reflections on ‘individual learning process’	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Connecting theory to practice • Responsible for organisation and practice 	<ul style="list-style-type: none"> • Identification with client material
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Giving responsibility to student • Giving direct and specific feedback • Signposting personal and theoretical learning • Providing a relationship that facilitates learning 	
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Becoming reflective • Taking control and be self-motivating • Appreciating self-esteem • Appreciating benefits of reading • Reflecting on value of experiential learning • Rationalising responsibility for learning 	<ul style="list-style-type: none"> • Anxieties about possible failure

Reflections on ‘individual learning process’

Student Y3A opened with an acknowledgement that learning was enhanced once clinical practice was started ‘...if I hadn’t been doing the client work I

would have found the learning very different now and it wouldn't be alive...' She was aware of how the risk of identification with clients' material could be a block to her learning, understanding how this unconscious defence mechanism might become a problem for her '... my own material is certainly a factor and is something that is not always possible to see a way through...' Student Y3B considered her clinical experiences were the main factors that assisted her learning '...beginning to integrate practical work, seeing clients, that is what it is all for, the opportunity to learn in the classroom and learning on the job...' Student Y3A considered that this integration fitted with her stage of study '...I need to be totally responsible both for organisation and practical things...'

Tutor support for learners

For student Y3A, learning had changed from earlier years to become '...the more you put into it, as she [tutor] said to me, the more I will get out of it, it is at a much deeper level...' By 'deeper' she considered that she was both given by the tutor and accepted more responsibility for her learning, rather than being 'fed' more material '...yes definitely, that is how it is, the tutor somehow gives me more responsibility for my learning, which I find helpful...'

This student found her tutor particularly enabled her learning by '...giving detailed and...very direct and specific feedback and show without effort I am not getting to the standard that is required, signposting the learning both personal and theoretical as well...' She proposed the relationship with her tutor ranked lower than her therapeutic relationship which encouraged, her learning '...not as high as my work with my therapist for example, I find that is facilitating my learning as well...' although she was prepared to keep an open mind '...I don't know if the relationship with the tutor will become more important or rank higher as the course goes on...' For this student the

relationship with the tutor was not the most important factor that facilitated her learning ‘...[what is important is] seeing how theory underpins clinical work and looking at my issues, how I am relating to people on the course, to clients., the meanings I give to things and unpacking all of that...’

Integration of learning

Student Y3B acknowledged the importance in her learning of her ability to be reflective ‘...very important in my learning because it is part of the whole process actually, I need to be aware of how I am engaging with the work and how it is affecting me personally...’ She reflected further that she had become ‘... much sharper in taking responsibility for my own learning and what I need to be doing...’

Student Y3A had also learned be more self-motivating ‘...yes absolutely to be self-motivating is more important now, [especially] as the level of work has increased...’ For this student strong self-esteem was beneficial to her learning ‘...very important to me, I don’t think I would survive actually if I don’t have the self-esteem that I do...’

Student Y3B considered reading to be an essential tool for learning, more than just valuable ‘...in terms of research I could not imagine doing this course without it, I just would not have the time to go to libraries all the time...’ She stated unequivocally she was responsible for her learning at this more advanced stage of training, ‘... I do still feel it is my responsibility...I think the way the course is structured, it is very structured...’ She reported that she considered experiential learning to be highly valuable ‘...it is very much about how it is affecting me and how I relate to others and how they relate to me, a very direct way of learning...’ Student Y3A valued interaction with peers as supporting her learning ‘...certainly if I wasn’t in touch with anybody outside the course I would feel really isolated and unsure of those relationships, which would affect my learning on the course...’ She managed

to overcome reservations in participating on the course ‘...I have warmed to experiential learning I suppose...’ She explained this reservation as ‘... I am not a huge explorer of information, I trust the tutors up to a point to put it in front of me and I do the work as far as I can...’

Student Y3B revisited responsibility for her own learning ‘... I would like to think I am fairly okay at getting on with it [learning] and having a go...’ She rationalised this responsibility ‘...I am aware that I can only get out of it what I put into it...’

For student Y3A, academic and skills performance was still a concerning criterion ‘...the ramifications of not passing a piece of work and potentially having to re-do it, the anxiety around that I guess takes learning to a new level...’ She reported this seemed especially relevant as it became more difficult to reach expected course standards ‘...the pitch and level of expectation from the tutors, that has been a real learning curve for me...’ Reflectivity was seen, by student Y3B, as enabling her learning to become a clinician ‘...it is woven into pretty much all the tasks we do, and also learning styles...’ as being a central tenet of how learning to be as a counsellor.

Year 4

The sub-themes which emerged for Year 4 students, in relation to the theme of individual learning processes, were empathy, theory, peer-relationships, group-work, belief, feedback, resources, control, supervision, centrality, boundaries, reflection, reflexivity, finding a voice, process, IT, commitment, mirroring and commitment. The sub-themes are summarised in Table 39 below:

Table 39: Year 4 students, 'Encouraging' and 'Discouraging' factors of 'Individual learning process', listed by plane and sub-theme

Reflections on 'individual learning process'	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Being empathic and practising empathy • Applying natural ability to counselling • Connecting theory and practice 	
Peer support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Sharing ideas • Developing thoughts • Thanking for openness • Sharing qualifications and experiences • Facilitating and supportive in group-work 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Believing in student's abilities • Giving positive feedback • Providing initial resources • Encouraging student to take control of her learning • Providing quality supervision • Being central to learning • Understanding students • Being boundaried 	<ul style="list-style-type: none"> • Droning voice showing lack of engagement
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Ability to be reflective • Letting theory inform of personal development • Becoming reflexive • Understanding there is 'no right or wrong' • Tackling manageable chunks of theory • Finding a voice on the course • Reflecting on style and orientation of tutor • Appreciating intangibles of process (not content) • Appreciating formal nature of boundaried setting • Appreciating electronic environment (IT) • Comparison with peers • Testing commitment and responsibility • How course mirrored counselling experiences • Process of learning to become reflective • Being fully immersed on the course 	

Reflections on 'individual learning process'

Student Y4A started by reflecting on empathy '...my biggest learning curve is to be that other person myself, to be that empathic person...' She learned practically and experientially '... the way I learn has always been through doing, it gets better if I can practise it...' and accepted that the link between theory and practice was important for her '...I can read about it but then I need to put it into practice, to actually go in...'

Student Y4B reflected on what helped her to overcome blocks to learning on the course '...engaging at a fundamental level I understood and it seemed I have a natural ability to do, to some extent before any training...' Familiarity played a part for her '...once I have been doing the training and learning it has never been ...'oh-my-God, how am I going to understand that?'...it has been 'Oh right'; it is like it has enlightened everything...' The new learning became more manageable '... essentially it has been [easy] because it felt like it has all made sense with everything slotting into place...' Learning became less of a struggle '...so it didn't feel like I needed to battle with the learning process, it seemed to make sense....' This Year 4 student was able to apply theory to practice once she experienced the practical application of experiential work '...the learning was done alongside practical role-plays, it was put into context, so we would do a bit of theory, a bit of role play and then come back to understanding...'

Peer support for learners

Student Y4A stated she appreciated interaction with her peers '...it was about learning from the statements about ideas that are made, whether they be a correct or incorrect statement...' and for her it was the opportunity to build on previous work that helped her learning '...it was a learning from having building blocks with them [peers] and what you thought one week may well be changed or differ in time as you learned about things...'

Plaudits from her peers confirmed encouragement in the changes she made to enable her learning ‘...at the end of the course several students actually commented and thanked me for being so open, my openness had led them to be more open, or had enabled or enhanced their learning...’

Student Y4B recognised difference on the course, including comparisons with peers ‘...some people came with very many academic qualifications and I came to this having done a degree and teaching certificate...’ This was followed by this student sharing the high value she placed on peer group experiential learning ‘...also the PDG [personal development group] how we as a group facilitated each other, [in what was] quite an amazing amount of openness and support in this group...’

Tutor support for learners

An element that helped student Y4A overcome problems in her learning, was the supportive relationship with her tutor ‘...I think another big thing for breaking my blocks down was having tutors who believed that I could do it...’ She was encouraged by the tutor to complete the course ‘...I found the tutor’s general feedback I got when doing that wasn’t negative, so that was something that I was able to keep doing...’ She appreciated the input from the tutors on the interpersonal plane, although she accepted responsibility for her own learning ‘...they [tutors] gave us so much but then you were expected to put in quite a bit...’ She reiterated, she considered the tutors expected her to be responsible for her own learning ‘...we were definitely being encouraged in the final year to take control more of our own learning and our own pace on the course...’

Student Y4B mentioned supervision with the tutor encouraged her ‘...it was the quality of the supervision that we had in here with the tutor and how I engaged in that...’ What was particularly important for this Year 4 student was the tutor delivering material in an engaging way ‘...if someone has a very

droning voice or use 20 words when one will do, there are just lots of different things that can make you switch-off [if] there is no engagement...'

Student Y4A considered having confidence in the tutor's ability to scaffold learning to be at the very core of a successful learning experience '... if you were doing it from a star chart the middle would be the tutors, they were central....' This centrality was enlarged upon '...if I wasn't confident about them [tutors] and I didn't feel that they 'got' me, that they would help me, show me, it would be a different, not so good an experience...' For this student, learning from the tutor modelling being boundaried helped her [student's] assurance '... it gives you the confidence to go forward and to learn on your own...'

Integration of learning

Student Y4B stated the ability to be reflective seemed to inform her learning '...being able to reflect on things that have happened and your part in what has happened and to analyse it helps me, it definitely informs my learning...' She was able to make the link between learning and self-development '...it informs my self-development as well, I am putting theory onto my internal world, why I have said or done or behaved in certain ways...' By understanding the process of learning this student reported that she was applying learning to self, reflexively '...my learning is having an effect on my internal world and in my way of doing things...' What helped her learning was not only connecting theory and practice but also she felt good about trying things out and perhaps taking risks '...normally I would worry too much about being wrong, whereas here it wasn't really about being right or wrong...'

Student Y4A said she appreciated the opportunity to learn in stages of manageable amounts, perhaps without understanding the process of the tutor introducing and lessening scaffolding in the ZPD '...I like it in bite-sized

chunks I suppose, have a bit, put it into practice, have a bit more, put it into practice...' She reflected on strengths that she brought to her learning, one new found strength was being heard '...what I find helps learning, in this arena, is a voice, which I have never had all the way through schooling...' The counselling course provided her with an opportunity to address this 'lack of voice' '...whereas in here and on this training in this last year, one of my strengths I think was being able to contribute competently...' Student Y4B commented on her ability to be reflexive '...I was so much able to use myself as a tool, for example to have things go through me that I quite often cite myself within an example...' The counselling orientation of the tutor played a part in this student's learning '...I had one tutor who was my actual personal tutor...very psychodynamic and very academic and very 'this was the way it is' but not without being able to be flexible...' as did the style of the tutor facilitating the personal development group '...the other was a group analyst and she had a much more open way of being with us...'

Student Y4A seemed to appreciate the perceived boundaries of the personal tutor '...the more psychodynamic tutor was more 'strict'; I can't think of a better word...' Her learning was encouraged by the modelling of boundaries on the course '...what isn't on the curriculum, for instance it's how time boundaries were important, how we did feel contained in a different environment, it is almost the intangibles things we were given...' She stated what encouraged her learning was '...the tutor's more open way, but I don't think I engaged any less or took part any less in each area...'

Student Y4B stated group discussions on the course with the participation the tutor (Askell-Williams & Lawson, 2005) enhanced her learning possibilities '...I think classroom based ones were important because the tutor was there as well and interjecting...' This student learned best from learning being scaffolded in the ZPD by the tutor '...I think the teaching environment discussions were a good way of digesting the course content...'

Student Y4A valued the ability to access resources electronically, relying on the interpersonal plane ‘...electronic journals, that is where there it has been the most use for me, as a resource tool, yes...’ Connection with peers via electronic media was useful for this student’s learning ‘...communicating with peers in chat forum helped me, but mostly for research...’

Student Y4A volunteered social interaction with her peers supported her learning (an example of intramental reflection building on the lower form of intermental learning) ‘...it was valuable, the social aspect of being in the college, because I wasn’t just here in a university learning capacity, but I was also here learning from my peers...being with people I felt were like-minded and understood what the pain was, what the anxiety was [they] just understood without necessarily having to go into explaining...’ Student Y4B underlined this by acknowledging social interaction became an integral part of her learning and personal development ‘...it helped to contain anxieties and things that came out of learning about myself...’

Student Y4A described her process of learning theory and used counselling skills in an integrated manner ‘... I am beginning to be able to understand how I was developing in myself, what I was learning about myself and also what I was learning academically-speaking and practice...’ Her learning how ‘to be’ as a counsellor was not always easy for her ‘... I ran into it all like a brick wall...it felt like...‘Oh my God, I have to push through this’...’ However she showed determination to succeed and complete the course ‘...I always knew I was going to get through, I didn’t doubt that I wouldn’t get through it...’ Learning from experiencing difficulties enabled the student Y4B to reflect on changes and personal development ‘...that in itself must be a big change because I don’t know how I kept going sometimes...’

Student Y4A volunteered she did not handle responsibility for her learning as well as she wished ‘...I could have been more responsible with it, I know that

I hid behind working full-time for not reading as much as I ought to...' She stated experiential exercises helped her learning '...by being experiential, the whole experience...I am a bit like a sponge so I absorb everything that's around me...' She learned from the tutor paralleling the process of client and counsellor '...which was mirroring, as far as you can, the [counselling] process, for me that was the perfect way to do it, to go beyond the prescriptive fact...'

Student Y4B was able to learn the process of reflection as well as being reflective '... I didn't even know what reflection was when I first came on the course four years ago...it becomes part of your [my] make-up eventually, reflection is the end of quite a lot of processes in your life, you reflect back on what you have done...' Again she found practical and experiential methods of learning helpful '...what I find difficult...if the words are not flowing, if the lecture isn't flowing, if there is something that's impenetrable, then I find it difficult...I like to be immersed and involved and go with it...I guess it's about presentation...'

Student Y4B acknowledged IT was a highly valuable tool for learning and a source of expert knowledge, especially for sourcing journal articles '...it's brilliant because you can go online and pick papers out from all over the place...' She reflected that a main learning for her was to be balanced and compassionate (Gilbert, 2010) towards herself, to be realistic '...learning to accept the good with the bad, the rough with the smooth, the negative and the positive...'

Discussion

Both the Year 1 students reported they were mindful of the seeming contradiction between being expected to share appropriate private life events and personal emotions, also found in research by Tylim (2004), with peers on the course and the more boundaried (Bridges, 1999) stance of the

psychodynamic practitioner and course. The learning here is to establish and test the limits of secure base boundaries in the learning relationship (Youell, 2006; Feeney & Thrush, 2010) by separating personal course experiences from counselling practice (Freedberg, 1989), although dilemma and some contradiction is apparent from interviewee texts. The challenge to student learning was to find a balance between sharing personal information with an ability to maintain the boundary of personal abstinence (Bridges, 2001; Manning, 2005) espoused by her chosen counselling modality.

The secure base (Bowlby, 1988), experienced by the student in groups on the course, provided availability, non-interference and encouragement (Feeney & Thrush, 2010) from which the student explored distressing experiences (Emerson *et al*, 1994) and different perspectives. The group and tutor relationships replicated and indeed encouraged feelings and remembrances from the parent-child dyad (Birditt *et al*, 2009) and the interactions had the potential to provide rich ground for transference (Loewenthal & Snell, 2006; Borbely, 2009), which is evidenced in early stage interviewee transcripts.

The presence of both genders in the student cohort was valued by both initial stage female students as interaction with male students (this being an outcome of research by Moreau, 2011) provided the female interviewees the opportunity to receive different perspectives and opinions on learning as well as further possibilities for transference. This was especially apparent for female students who have, in their formative years, attended all-girl schools, as researched by Dingfelder (2005, 2006), Harris (2008) and Lapor and Heppner (2009).

The beginning of students' course-related personal development, enabled by the relationship with the tutor, was reflected in both Year 1 students' comments. The relationship could be commented on from two perspectives, separate but interlinked. There were those relationships which constrained

significant contact between students and tutors and those which enriched and enhanced the quality of contact (Harris, 2008), offering the opportunity for emotional ties to develop (Bierman *et al*, 2010). Relationship development was a co-creative and inter-subjective process (Downing & Kavanagh, 2008) in which the self-experience of the baby and child was formed in and by the relationship with primary caregivers (Bowlby, 1971; Stern, 1985). Goodman (1951) suggested it was at the boundary of the relationship between carer and baby/child [tutor and student] that an evolving, vibrant integration of experience is enacted.

From early in the first stage (Year 1) it was apparent that the pair of students recognised the advantages of learning from student peers in groups and thus groups became a meaningful context for both Year 1 students to be actively involved in their own learning processes (Van Berkel & Dolmans, 2006). Learning in groups offered students the opportunity for shared activity, which covered a series of mental processes traditionally described under the mantle of ‘metacognition’ or ‘self-regulation’ (Bodrova & Leong, 2001). These learning processes were taken on by students who were mature enough to regulate their own cognitive functioning (Bretherton, 1992; Honey & Botterill, 1999). From the Vygotskyian perspective, the origins of these processes were found when young children start ‘...practising self-regulatory functions by regulating other people’s behaviour...’ (Bodrova & Leong, 2001:15). Thus, engaging students in activities, where they could practise both self and other-regulation, enabled development of their meta-cognitive abilities (Bodrova & Leong, 1996; Angus & Kagan, 2007).

Group discussions afford the prospect of addressing various issues from different perspectives and students have benefitted from others’ views, gaining a greater in-depth understanding of topics discussed. The collaborative nature of group discussions, facilitated by the tutor, meant that students addressed issues and topics about which they found their knowledge

was deficient (de Laat & Lally, 2003). These issues and topics were pursued in self-directed learning activities and subsequently discussed in further group sessions. Thus the continuous cycle (Mann, 2000) from group to self to group of concentration and learning, which involved both talking and listening (Hare *et al*, 2010), was continued by the student at each stage of the course. This is a constructivist approach which stimulated active, self-directed, contextual and collaborative learning (Vygotsky & Luria, 1930).

Both Year 2 students related that it became apparent how deepening peer relationships helped the learning process. Students attended group meetings, throughout the duration of the course, to work on their particular and curriculum interests (Mathie, 2002). They shared information about their progress and discussed strategies (Benvenuti *et al*, 2001) to meet the challenges of the course. These regular group meetings, in which understanding was accessed in ways not possible to a student alone (Bion, 1961), appeared to have encouraged and invigorated students (McAteer & Dewhurst, 2010) and thus made them beneficial for student learning. This was one reason such activities were included as methods of teaching the psychodynamic approach to counselling.

It is therefore essential for the tutor to continue to work with the student when boundaries are challenged. Testing of boundaries (Knapp & Slattery, 2004) took place in a contained manner on psychodynamic courses and students were encouraged to take risks [see earlier theme]. Learning was maximised at the edge of the boundary when and where the student was particularly challenged (Lopez, 2001; Payne *et al*, 2006; Owen & Zwahr-Castro, 2007). Risk-taking is seen as being beneficial by students in the early stages of the course and is undertaken by students when challenged.

In Vygotskyian terms the interaction between the student and tutor encouraged the student to take risks as she learned from the more informed

other in the ZPD. Gaining knowledge or learning experientially (Bridges, 1999; Grand, 2002) was volunteered by all participant students as being facilitative throughout all four course stages. From the psychodynamic perspective it is knowledge that empowered the ego (Glucksman, 2001), bringing as it did, power over the id and superego forces. Learning and knowledge ‘...accompanied by important experientially acquired insight...’ (Gray, 1990:1094) enabled the student to manage voluntarily the restraint or discharge of her instinctual life (Van Haute & Geyskens, 2008).

The new learning for the Year 3 students encompassed clinical practice providing added impetus to understanding (Binder, 1999). Indeed both of the Year 3 students offered evidence of clinical work becoming a strong facilitating factor, although additionally they acknowledged the importance played by the tutor. Student Y3A reported how she recognised that time allowed and built-in for reflection helped her significant learning as did encouragement by the tutor to move towards autonomous learning. The term ‘significant learning’ has been historically used in the context of ‘transformative learning’ (Mezirow, 2000), or learning that arose from the process of critical reflection. Through this process, ‘...previous distortions in learning could be recognised, challenged and transformed; new meanings can emerge...’ (Rose *et al*, 2005). This transformation has been understood in terms of how meaning is apportioned to a particular situation. From a psychodynamic perspective the meaning was perhaps less important than the student’s ability to interpret (Freud, 1922) an experience. Sociocultural meaning was gathered from environmental influences and sedimentations in which the student was immersed and made interpretations (Lave & Wenger, 1990). Taking responsibility for her own learning is a positive factor volunteered by student interviewees in the middle stages of training.

Confidence in self-abilities increased self-esteem (Dingfelder, 2005), which both Year 3 students identified and reported as being beneficial and critical to their learning (Berk & Andersen, 2000).

During Year 4 reflection on learning was again shown as important; the value of reflecting enabled students to have deep insights (Billig *et al*, 2008) into the barriers that could face clinical practitioners (McAteer & Dewhurst, 2010). Both Year 4 student interviewees related how they addressed many such barriers or blocks to learning by the process of connecting theory to practice (de Laat & Lally, 2003).

Interestingly student Y4B reflected on her personal development and course experience from a perspective that included negative aspects. Psychodynamically this perhaps suggested a strong superego message in which the child integrated matters of conscience. This was informed by the student judging herself as she gained ideals and of guilt, when she thought she might have done something wrong, all of which processes were connected with the superego. These processes had important unconscious dimensions that made the superego so much more than another term for a simple process of socialisation (Freud, 1984a) from a positive or negative perspective.

The relationship with the tutor, in which the Year 4 student was reaffirmed, was identified as particularly helpful when connecting theory to practice. That the course was designed to enable material to be learned in 'manageable chunks' has resonance with the psychodynamic concept of projective identification (Klein, 1946; Waska, 1999). In this concept, client material is introjected by the therapist and fed back in 'chunks' that were manageable for the client (Christopher *et al*, 1992). Regular counselling supervision (Ladany *et al*, 1999; Riess & Herman, 2008) was also reported as being experienced as facilitative, as was interaction with peers (Halliday, 1993).

The two Year 4 students mentioned that the tutor modelling psychodynamic boundaries (Bridges, 1999) was very helpful for learning, both from the perspective of modelling as well as being able to learn from the parallel process of client-counsellor interaction. Engaging with the tutor and experiencing the boundaries (Sinsheimer, 2007) in the tutor-student relationship was experienced as being fundamental to learning. These two Year 4 students' interaction with tutor and peers is understood as representational of the intellectual abilities that made us distinctively human (Wells, 1993, 1998), posited by Vygotsky as '...a copy from social interaction; all higher mental functions are internalised social relationships...' (Vygotsky, 1981:164).

Throughout the programme of training student Y4A reflected on an ability to change and understood how her construction of learning was a product of such changes to self, in her ability to move towards her valued outcome of completing the course and becoming a cathartic counsellor. Both the Year 4 students stated clinical supervision was seen as a highly valuable tool and subsequently, on reflection, these students showed appreciation of the part played by the tutor in supervision. Finding from studies confirmed the supervision relationship is an integral component of counselling study in applied psychology programmes (Henderson *et al*, 1999).

Other factors that facilitated learning are offered by the two students as social interaction with peers, IT as a medium for accessing resources and experiential exercises, including case studies. However overall it is the relationship with the tutor in which learning was encouraged, enabled and sedimented, for the student to access in her own time and pace, that is reported as the main factor that assisted the student to become an autonomous learner.

Summary

During the course, students' prior conceptions and knowledge were often challenged by the need to unlearn what had provided them with their abilities to cope in their lives, so they faced the challenge of constructing knowledge (Vygotsky, 1986) and engaged in a meaningful and containing experience, rather than assimilating and reproducing material supplied by the tutor (Barnett, 1997). Previous educational and sociocultural experiences had a part to play in the student's construction of her learning '...students are not simply responding to the given subject, they carry with them the totality of their experiences of learning and being assessed...' (Boud, 1995:87).

Theme (ii): 'Theory'

Overview

'Theory' emerged as a theme in the context of students being introduced to psychodynamic theory to inform clinical practice (Tarbin, 2006).

Students engaged in the learning of theory, within the context of their own understanding of whether they could learn, which in itself has an affective aspect to it (Harkin, 1998; Porayska-Pomsta *et al*, 2008). Students reported they developed the ability to recognise and respond to affect, that is they developed a meta-cognitive ability. The way in which they engaged in meta-cognitive understanding of affect helped them to understand that affect, so that engaging simultaneously in the practice and the theory helped advance both (Picard *et al*, 2004).

Cognitive activity (Lave & Wenger, 1991) is shaped by cultural and social environments, as found on psychodynamic counselling courses and elsewhere. Developing a relationship between students and their course peers, is found in this sociocultural perspective. Seemingly, these students emphasised the dialectic nature of the learning interaction (Sfard, 1998) and

this interaction was reflected on by students, often as a facilitating factor when learning theory.

Introduction

In this analysis I address students' thoughts about learning theory on their counselling courses. The whole analysis has been presented in the four-year stage chronological order, through the lens of intramental and intermental planes under the four main headings as described at the start of the chapter.

Students reflected on their understanding and application of theory to their work, how they perceived theory on their course and how they arrived at their conclusions.

Analysis

Year 1

The sub-themes which emerged for Year 1 students, in relation to the theme of theory, were reading, support, research, discussions, teaching style, therapy and confidence. The sub-themes are summarised in Table 40 below:

Table 40: Year 2 students, 'Encouraging' and 'Discouraging' factors of 'Theory', listed by plane and sub-theme

Reflections on 'theory' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Relaxed with reading • Supports discussions • Researched prior to course commencing • Applied to practice • Applied to assignments • Supports counsellors and not clients • Questioning validity of theories 	
Peer support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Actively discussing different perceptions • Sharing ideas 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Believing in theories • Sustain and accept arguments • Delivering facts • Introducing in lessons 	<ul style="list-style-type: none"> • Unclear about application of long-term therapy
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Increasing confidence with solid theory • Nurturing and liberating aspects • Applying theory to self 	

Reflections on 'theory'

The initial starting point for the first Year 1 student was that it was important for her to feel relaxed '...I am quite happy reading theory myself...' seemingly understanding that use of course time for experiential practice was helpful '...we are being left to find the theory that backs us in what we are discussing...' Reflections on the intramental plane suggest a reliance on self.

The theory which most resonated with this Year 1 student, as a starting point, was familiar and she already knew that it has potential relevance in her life '...attachment theory with Bowlby but I knew it before I started the course...' as well as an introduction to Freud '...I read a little bit about Freud, that's where I start from...'

Student Y1B volunteered an understanding of how theories informed practice ‘...to have a deeper understanding of why those skills work, that’s what the theory brings to it...’ which seemingly she expected to contribute to her development as a future practitioner ‘...that’s what brings my competence and confidence in solid theory underlying what I am practising...’ Her expectation was going to be tested by written assignments ‘...I am thinking we will have to consider them for our academic essays...’ and showed appreciation that theory informed the counsellor and not the client ‘...you don’t sit with a client and tell them all about theory...’

In interview we touched on understanding the process of why the therapist made the interventions she made, which student Y1A identified as ‘...by having the underlying knowledge of theory they can recognise what may be happening for a client...’ The learning opportunities were clearly identified by this student as being ‘...case study and role play, marrying the theory and practical...’

Peer support for learners

Student Y1B reported that experiential work was helpful when discussing theory ‘...I like group work and role-play and discussions with peers in groups rather than dry statistics surrounding a theory...’ Student Y1A also learned intermentally by ‘...discussing and bouncing ideas with others [peers] who were active first, seeing where we get to and it embeds itself better...’ During the follow-up interview student Y1A enlarged on her experience ‘...having had a few more weeks since our last meeting, we have been discussing theory with students in greater depth...’ She suggested that peer students understood and applied theory differently from each another ‘...I think different people have different perceptions of theory than me, even reading the same theory...’ Student Y1B reported she preferred reading as an adjunct to peer interaction when learning theory ‘...having a general

discussion across the group about theories and with individuals also and then maybe go home and read about it...'

Seemingly student Y1A appreciated the benefits of peer interaction when considering theory, with elaboration of understanding through discussion with her peers '...to hear others' ideas about theories is becoming more of a support because it's helping me to question it a bit more when I hear others...' With increased confidence in her ability to learn theories she prefers to study in a group setting '...on my own I think I am a little too accepting of the material and it's more stimulating when we talk about it in a group...' She seemed to describe an on-going process of building on learning on the intermental plane, by reflecting intramentally.

Tutor support for learners

Student Y1A hoped tutors were able to integrate a particular theory '...if they [tutors] are presenting a theory I suppose there is a thinking that they believe in that theory...' She expected the tutor to have resilience in the face of challenge by students, perhaps understood in socio-cultural terms of the process of withdrawing scaffolding in the ZPD '...if a student questions it and has a reasonable argument, I think if the tutor can sustain that and accept their argument and consider it, that shows strength in them as a tutor...' This student reflected on the importance of a psychodynamic tutor, both in orientation and practice, that is have expert knowledge of both theory and practice in order for her (student) to learn theories '...because she will share with us how she is in the client-counsellor relationship and she would be being a counsellor in that relationship...'

At the first year stage student Y1B showed ambivalence as to whether the tutor encourages the learning of theory '...I am slightly wary about that because for me, thinking the psychodynamic theory way, it's a long-term thing...' However she showed appreciation of the way the tutor's style of

delivery ‘... I think him [tutor] teaching the theory side of it is very good, he put across the theory to us which wasn’t an open discussion way of teaching, it’s ‘here are the facts’...’ Student Y1A also stated the didactic mode of delivery was helpful, learning from the more experienced other ‘...because that is how I like to be taught, I like to have theory introduced by the tutor in lessons...’

Integration of learning

Student Y1B reported she seemed to rationalise her learning ‘... I like independent learning as well and I always have done...’ She stated theoretical learning encouraged her self-esteem ‘...I think you try to assume a bit of confidence or security if there is some solid theory there...’ This Year 1 student reflected on the process again ‘...when I just read it myself I am probably more accepting...’

Both Year 1 students volunteered an understanding of a need to integrate theory with practical skills, student Y1A stated ‘...theory kind of nurtures what the client presents; it is there in the back of your mind...’ and from student Y1B how theory informed future work with clients ‘...a tool for understanding what they may give me, it’s kind of liberating...’ She commented on the parallel of learning on the course and her familial experiences ‘...when I apply attachment theory, we had a secure base and now I am personally in an insecure base and trying to find that security...’

Year 2

The sub-themes which emerged for Year 2 students, in relation to the theme of theory, were prioritisation, feedback, sharing, learning and teaching styles, resources, modelling, boundaries, anxiety, expectations, defences and being overwhelmed. The sub-themes are summarised in Table 41 below:

Table 41: Year 2 students, 'Encouraging' and 'Discouraging' factors of 'Theory', listed by plane and sub-theme

Reflections on 'theory' (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Familiarisation • Connecting with and applying • Prioritising and understanding 	
Peer support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Giving feedback and reactions • Sharing personal material • Sharing connections to theory 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> • Watching and guiding learning • Relating clinical experiences • Talking about theory • Giving handouts • Modelling how to contain anxieties • Being boundaried • Containing anxieties • Sharing expectations 	
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> • Engaging with theory personally • Using lens to amplify and clarify • Understanding originations and reasons • Being stimulated and less defensive • Relaxing • Finding theories that 'fit' clients and personally 	<ul style="list-style-type: none"> • Being overwhelmed

Reflections on 'theory'

Student Y2A opened with reflecting on the psychodynamic theory that particularly engaged her, being '...theories on attachment and loss are familiar, I like that...' which she found encouraging. Student Y2B rationalised '...for all the theory I learned, it was the [course] relationships that took place and what happened in those relationships...' showing she was aware of the important and enabling part course relationships played, when learning theories. She proposed further that learning about theories increased her self-awareness, which encouraged her learning '...through theory, in particular I like things like attachment theory and to a lesser extent to things [theorists] like Freud...'.

Student Y2B reported she saw theory as establishing a base for learning ‘...the theory gave me a basic understanding and then built on that was the actual practical experience of doing it...’ showing the student had started making connections between theory and practice. It seemed one task this student undertook to learn theory was ‘...to try to interpret based on developmental theory, Freud is the only one which sticks in my mind...’ as she applied theoretical knowledge ‘... as well as look at theory in the practical...’ The first Year 2 student showed she could prioritise and be selective as ‘...theory grabbed my attention, depending on what it was...’

Peer support for learners

Student Y2A said psychodynamic theories helped to illuminate peer interaction (and early familial experiences) ‘...reacting to hearing all the people’s [peers] feedback and reaction to whatever the theory was...’ She further elucidated that ‘...hearing from people [peers] I didn’t have a close relationship with...’ was helpful for her learning. Through these interactions she was able to apply theories to self and others ‘...finding personal material and how that worked with them [peers] and whatever [theories] we were looking at, it was a big part actually...’

Tutor support for learners

Student Y1A acknowledged she became reflexive ‘...this is the [theoretical] material I will be working with for two years, including myself in that...’ in the knowledge that ‘...the tutors hopefully watching over and guiding us...’ For this Year 2 student the tutor recounting clinical experiences was particularly beneficial ‘...the most that brought the theory to life for me was hearing about clinical situations and how the tutors had worked with clients on a particular case...’

Student Y2B reported how she learned theory on the course was ‘...from the tutor verbally and given handouts and recommended reading, we would read about them...’ Again she proposed that linking theories to practice by the tutor assisted learning ‘...she showed you how to contain anxieties and how to follow the theories and boundaries...’ an example of the student learning from the tutor modelling ‘how to be’ as a counsellor. She commented on her perceptions of tutor expectations ‘...now what I think they [tutors] wanted us to do was to acquire new skills and to learn and integrate theory, I didn’t think about that before [during the pilot study interviews]...’

Integration of learning

Student Y2A reported how she applied the new theoretical learning to self ‘...this for me touched very deeply my own childhood...’ This she found very encouraging ‘...I think I could engage on that both on the theoretical level and I found the theory easier to access...’ because ‘...it was that more relevant to me than some of the other theory and also because it was the second year and I was more able to access the theory...’

Student Y2B seemed to integrate the theoretical understanding and internalise learning ‘...I told you before [during the pilot study] it’s sort of like putting on a new pair of glasses, just made me see things more clearly in a different way...’ This seemed to broaden her mind as she reflected on research informed by theory ‘...reflecting on this now, I think looking at the theory and considering that whole world of thinking and research and work, these are people [theorists] who have come up with these theories and there must be a good reason behind it...’ although acknowledging she still has much to learn ‘...not all the theory I studied at all...’ When questioned about her confidence, she was encouraged by her ability to learn theory ‘...stimulation more than confidence, letting go of defences and engaging on a personal level...’ However she also showed some fears when reflecting on learning

theory ‘...as I said when we met before [during the pilot study interviews], I found very much initially the theory was quite overwhelming...’ but admonishes herself ‘...now I come to think about it I say to myself, don’t be so frightened of the theory and relax and read it, it will be fun in a way and interesting...’ This internal dialogue has resonance in the constructivist senses.

Student Y2A reflected on the connection between theory and practice ‘...the theory kind of goes hand in hand because you would experience some response and from that you might have a look at theory, or the other way round...’ and proposed that ‘... they [counsellors] seek the response that fits theory and the theory that fits the response...’

Year 3

The sub-themes which emerged for Year 3 students, in relation to the theme of theory, were application, engagement, reflexivity, challenge, and reading. At the Year 3 stage the two students did not identify any discouraging factors when learning theory. This might be explained by the emphasis on applying theory to clinical practice with real clients for the first time. The sub-themes are summarised in Table 42 below:

Table 42: Year 3 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Theory’, listed by plane and sub-theme

Reflections on ‘theory’ (intrapersonal plane)
<i>Encouraging behaviour</i>
<ul style="list-style-type: none"> • Using theory to inform work
Integration of learning (intrapersonal plane)
<i>Encouraging factors</i>
<ul style="list-style-type: none"> • Becoming fully engaged • Applying theory to self • Enjoying connecting theory to practice • Becoming reflexive • Exploring intensity and difficulties • Overcoming challenges • Reading and applying theory

Reflections on 'theory'

Student Y3B proposed some particular theorists and theories inform her clinical work '...I have looked at Winnicott and Bowlby in more depth, we have looked at some attachment theory; I found I take things out of Klein that made sense with clients but not to the extent of the other two...'

Integration of learning

Student Y3A reflected on what resonated with her and particularly concentrated her mind '...I think it is the intensity of the course which has increased both from the theoretical demands of what's expected, the level of engagement with the theory...' a further example of on-going challenge.

She reflected on the process of learning theory '...I am loving it actually but it is probably the hardest I have worked for years and the busiest I have been...' She reflects further on an application to her private life '...it is fascinating, reading, coming at theory, looking at different theories and beginning to get a sense of what fits with me personally, what doesn't...' Through clinical practice, she understood better the connection between practice and theory '...when you sitting with a client for week after week, I am enjoying those parts of it, they complement each other...' She reported the course facilitated her to integrate theory with practice by '...the way we are using ourselves in relation to theory...' or applying theory to self reflexively. Both Year 3 students saw theory as an important factor in learning about self, student Y3A stating '... seeing how theory underpins clinical work and looking at my issues, to client and the meanings I give to things, unpacking all of that...' The deeper level of engagement with theory seemed to provide the student Y3B with increased belief in her abilities as a counsellor '...then on the course it is confidently looking at myself, again in a different context through theory and experiential work, it is intense and very much more personally focussed that I think were Years 1 and 2...'

However, this student stated she had difficulty in integrating theory with her clinical practice ‘...the more practice I have trying to integrate the two in some ways gets easier as it is becoming clearer but there are other times I scratch my head and think ‘how does that fit in?’...’ However, when applying theory to her clinical practice she reflected she was ‘...very challenged, I would say...’ She went on to identify what was important to her was being able to integrate ‘...theory and practice and my personal development...’

Student Y3A volunteered that learning theoretically was reasonably enjoyable ‘...sometimes I enjoy sitting and reading a book about a particular theory...’ Her difficulty appeared to be ‘...it is when you are asked to do something with that information [that was difficult]...’ rationalising and seeking hoped for equality with peers ‘...I am sure I am not the only one...’

Year 4

The sub-themes which emerged for Year 4 students, in relation to the theme of theory, were application, teaching styles, research, reflexivity, interpretation, reading and comparison. The sub-themes are summarised in Table 43 below.

Table 43: Year 4 students, ‘Encouraging’ and ‘Discouraging’ factors of ‘Theory’, listed by plane and sub-theme

Reflections on ‘theory’ (intrapersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> Applying practice / being ‘good enough’ 	
Tutor support for learners (interpersonal plane)	
<i>Encouraging behaviour</i>	<i>Discouraging behaviour</i>
<ul style="list-style-type: none"> Link theory to practice Mixed delivery methods Signposting theories / Encouraging research 	<ul style="list-style-type: none"> Being prescriptive
Integration of learning (intrapersonal plane)	
<i>Encouraging factors</i>	<i>Discouraging factors</i>
<ul style="list-style-type: none"> Becoming reflexive Interpreting and internalising theory Finding theories that fit Using metaphor 	<ul style="list-style-type: none"> Not reading enough Unfavourable comparisons with peers

Reflections on ‘theory’

At the end of her training student Y4A proposed attachment and dependence theories informed her thinking ‘...the idea that the primary maternal relationship being ‘good enough’, it is not about being perfect as such...’ She stated additionally ‘...some really interesting things [theories] from a psychodynamic point of view to understanding objects’ relations, I was quite surprised how much that worked for me and what I have learned...’

Student Y4B considered how theories fitted into what she found helpful in learning ‘...the way I learn has always been through doing, it gets better if I can practice it, I can read [theories] about it but I need to put it into practice...’

Tutor support for learners

Student Y3B said her preference for how the tutor delivered material ‘...learning was done alongside practical role-plays, it was put into context, so we would do a bit of theory, a bit of role play and then come back to understanding...’

She understood how the tutor enabled her, on the interpersonal plane, to integrate theory into her clinical practice ‘...the guidance on theory, we were not taught theories ‘*per se*’ but pointed in the direction and go out and have a look at this or that...’ Student Y4A commented on purism and how theory served her and did not become her master ‘...a very good thing that they [tutors] did right at the beginning of Year 3, was to say ‘go and find a theorist and talk about him, anyone...’ She reported tutors encouraged her to research, understandable as increasing the opportunity for student autonomy while lessening scaffolding in the ZPD ‘...it is that starting you off to see what feels right that sticks with you, it’s not we are going to go this way, that way or the other way...’ She explained some peers understood they expected the tutor to tell them how to study theory ‘...‘you have got to do it this way, you’ve got

to do it that way' but that's not helpful for me...' This student had her own thoughts about what was helpful, she did not want to learn solely from the tutor on the intermental plane.

Integration of learning

Student Y4B was encouraged by her ability to be reflective in applying theory to her own life reflexively '...I am able to reflect on things I am getting to know myself better by putting theory onto my internal world and onto my understanding on my part in things, why I have said or done or behaved in certain ways...' This is an example of the student reflecting on her personal development intramentally, at a level not witnessed in the pilot study interviews. Student Y4A reflected on being encouraged by personal involvement and theoretical integration '...how you interpret theory and internalise it and how you then yourself use it and it engages you...' This seemed to be a commentary on how she constructed learning.

Student Y4A reported she compared herself to course peers, not always favourably '...I was one who didn't read as much as possibly I should have done, I knew people who were 'devouring' books and theories...' Perhaps this indicated the presence of competition without co-operation, rationalised [unconscious defence?] as she offered the reason '...I didn't want to be overwhelmed or confused...' Student Y4B summarised internalising and integrating theory as '...that's what eventually you do, it all comes together in your head and is integrated...' For this student it was '...keeping an open mind to all these other theorists and the bit that feels good for you, fits you...' and having the skill to use metaphor '...same about the coat, it's the different layers of clothing you put on that fit...' These comment seemed to build on her pilot study interviews, she was now reflecting at a considerable deeper level than had been the case before.

Discussion

From the onset there was both an ability to relax as well as some fear shown in learning theory, with a possible manifestation of anxiety (Winnicott, 1965; Wilber, 1978; Bowlby, 1971, 1980, 1988). The fear might have emerged into consciousness in myriads of variations. Only a very few patterns of fear existed at the unconscious level, but there were an infinite variety of specific images which pointed back to these few patterns (Jung, 1969, 1991).

Since these ‘potentials for significance’ (Jung, 1969) are not under conscious control, students might tend to fear them and deny their existence through repression (Freud, 1922), an example of the unconscious employment of a defence mechanism. When the fear of academic theoretical learning has been overcome, there are cases in students’ texts, of increased understanding of the importance of linking theory to clinical practice and skills development. Students seemed to build confidence in their abilities, which facilitated learning, as competence increased to deal with problems presented by clinical issues (Postlethwaite & Maull, 2011). Thus, as above, overcoming problems had the potential to increase students’ motivation in respect to the subject matter of the domain (Dochy *et al*, 2005), particularly because the information about the problem was addressed in the same way as in the real situation. This ‘rehearsal’ was visited by the student many times, both consciously and unconsciously, as she prepared for and reflected on her work with clients and future clients.

My experience is that students, particularly those interviewed from Years 2 and 3, did elaborate the learned theories, that is through their own activities they made connections between what they knew and new material (Abadzi, 2004) when constructing their own learning. Reisberg (2001) proposed this process as being different from ‘maintenance rehearsal’ which afforded the opportunity to recognise the theory or have some ‘...vague feeling of familiarity, but not recall it...’ (Reisberg, 2001:174). Ongoing rehearsal was

evidenced as increasing confidence and competence, thus the student identified a further facilitating factor in her learning.

A particular facilitating factor could be deduced from the student's initial starting point, where she had already assimilated part of the sedimented knowledge about psychodynamic theories into the intrapersonal plane and was already able to test her understanding and developing knowledge through self-dialogue and interpersonally in discussion with the tutor or peers. The constant dynamic of moving from one plane to the other could be observed.

Having already reached a stage where she had some autonomy or self-direction in approaching new learning, for example '...I am quite happy reading theory myself...', student Y1B was able to use books and articles as mediators (Säljö, 1982) of new learning, because she already had this prior level of knowledge, awareness and understanding that meant she could work through the ZPD and knew that she was on the 'right track'.

In constructivist terms, the conscious process is being informed by Luria and Vygotsky's (1925, 1930) explanation of methods of experimental study of concept formation (Chiari & Nuzzo, 2003) in children, in which they advocate the importance of rehearsal sessions to enable the child to integrate theoretical concepts. Perhaps the unconscious process is harder to define, especially when the theory under discussion is informed by natural data rather than experimental data '...that is, on language that was unconscious, not self-monitored; in context, not in a vacuum; observed, not elicited...' (Halliday, 1993:94). Students in the current study evidenced awareness that one reason for this was that learning the theory is most perturbed when performed under the attention of the tutor's scrutiny (Halliday, 1993). Performance anxiety was perhaps not surprising because other learning depended on the learner not having to attend to the way experience was constructed (Vygotsky, 1934).

From a constructivist viewpoint, the student not having that sense of self-

efficacy or autonomy in learning and having no support, led to student perturbation when learning theory (Bresloff, 2003). Theoretical learning was found beneficial when the student had an understanding about the close relationship and support found in the tutor-student dyad. What students reported they found helpful when learning theory, after the tutor had given them an overview, was to be encouraged and stimulated to explore and research for themselves. Both Year 1 students stated this was especially enabling if the 'secure base' of the relationship with the tutor was emplaced.

Both Year 1 students acknowledged the role played by theory in the therapeutic dyad (Manning, 2005; Heller & Northcut, 2002). They stated clearly they understood theory provide a framework in which they could understand their client's distress and this informed the counsellors' interventions. These students reflected that knowledge that theory informed the student counsellor and not the client was reported as being enabling from two different perspectives. Firstly the student did not have the onerous responsibility to 'teach' theory to the client and secondly she appreciated the benefit of having a mapping system (Halliday, 1993), with the theory illuminating the path of the counselling session. Learning theory was understood therefore as supporting the therapist and not from the perspective of withholding information from the client, which could challenge the counsellor's genuineness (Viederman, 1999; Rogers, 2004).

Corey (2008) suggests that the relational aspect of the therapeutic relationship is a collaborative process which involved the therapist and the client in co-constructing solutions to concerns (Brandwein & Finger, 2009). This relational aspect involved both self and others. Theories on 'self' abound (including Winnicott, 1960) and 'use of self' defined an important aspect of the therapeutic relationship, perhaps more accurately defined '...as to self as process in interaction...' (Arnd-Caddigan & Pozzuto, 2008). These theoretical concepts and understandings supported the student and, as such, illuminated

her counselling practice in the clinical placement system.

In Year 2 the students were clearly able to debate the efficacy of theoretical learning (DeFife, 2009; Grier-Reed & Skaar, 2010) and an ability to apply theory to counselling situations (McCarthy, 2004). At this early stage students seemed to rely on the tutor's perceived expertise. It was apparent that student Y2B expected the tutor's abilities to be informed by his [tutor's] theoretical orientation (Rizq, 2007; Wheeler, 2011) as well as current practice (Freedberg, 1989). These students reported that learning psychodynamic theory was able to be addressed and integrated from sedimented knowledge in the relationship with the tutor in the ZPD (Wells, 2010), once the early stages of course experiences were completed.

This assimilation and integration of sedimented knowledge could be understood and informed psychodynamically in terms of Bowlby's ideas about how component responses of children, during the first years of life, became increasingly integrated and focused on a mother figure (Bretherton, 1992). This understanding was particularly appropriate as theories of attachment, based on Bowlby's (1971, 1980) work, were highlighted as being central to their learning by all participant students throughout the four-year learning cycle. This deepening appreciation of Bowlby's theories was made by students after the first stages of training and connection to familial experiences were explored and understood.

The application and transfer of theoretical knowledge, from course to personal life outside the course, seemed to allow students the ability to change thinking and ways of acting in their private relationships (Berk and Anderson, 2000) especially in terms of their ability to face the challenges of looking at counselling research through the lens of newly acquired theoretical knowledge (Heller & Northcut, 2002).

For students in this middle stages (Years 2 and 3) of vocational training, counselling research was perceived as being focussed on theory and connection to practice. This has been reported as being experienced as problematic for some students. Both Year 2 students reflected on some embryonic attempts to connect theory and practice and how one informed the other. This was commented upon as being enabled by the tutor and found facilitative by student interviewees in the mode or style of lecturing which included elements of prescriptive information delivery (Tsang, 1997). For the student in Year 3, the level of engagement with theory deepened, in terms of direct application to clinical work, that is understanding the reasons for counsellor interventions, as well as changing and altering thoughts about client's ability to undertake sought changes.

One Year 3 student reported she was able to discriminate and select those theories which resonated and which she understood had an application to her personal life, often seeing and seeking explanations of her and others' behaviour in her relationships. She began the process of integrating the theory she learned and used self reflexively (McLeod, 1994; 2001, Etherington, 2004). Throughout, both Year 3 students identify facilitating factors that help learning as being challenged by a deeper level of engagement; by applying theoretical understanding to private life in a reflexive manner; by understanding the connection between theory and practice which was further aided by commencement of clinical placement; by being affirmed in efficacy as counsellors.

Students seemed aware of how problems from private lives affected their ability to construct learning on the counselling course. They reflected on their personal development and previous blocks to learning, making decisions about future behaviours and attitudes. They were clearly applying learning to self and as a result have begun to make changes in their outlook both in relationship to self and others, with an attendant improvement in self-esteem

and assertiveness in being able to express themselves. The positivity generated enabled the developmental processes, in particular an ability to construct new learning and let go previously held reservations and blocks in development as student counsellors. Passing assignments was important for these students as it provided a spur for future studying as well as helped to underwrite and support a commitment to study. In this connection the boundaries of the psychodynamic approach were found to be facilitative rather than restrictive.

Students at Year 3 stage reported that having a busy life as well as studying produced a pressure found to be enjoyable. Perhaps this was symptomatic of the encouragement received from ongoing successes reported in tackling assignments as well as undertaking cathartic clinical work. Improvement in counselling skills and an increase in assertiveness was reported at this stage. There was awareness evidenced of changes made, including those involving familial relationships, as a result of studying on the course. The change of tutor challenged one particular student initially, although she became aware of some defence mechanisms she [student] was employing as well as understanding transference enactment between her and the tutor. The need to please the parent [tutor] was evidenced as an application of superego messages from the past and as the ego became integrated, students showed an ability to move towards autonomy in learning to be a counsellor. At this time, during the child-parent relationship re-enactment by the student-tutor, students commented on close relationships with the tutor, which was found to be supportive and helped to counter difficulties when learning psychodynamic theories. This could also be understood in constructivist terms as the student having constructed her learning on the interpersonal plane from the more informed other in the ZPD.

Intellectual stimulation was stated as being encouraged by a close relationship with the tutor as was self-esteem in interaction with peer students. This was further enabled by the number of students in the cohort [twelve-fourteen], which was generally found to be comfortable.

Towards the end of the course, the two Year 4 students reflected on learning and integrating a wider base of theoretical concepts. Initial Freudian developmental theories and Bowlbian attachment theories informed the secure base of knowledge, which could be revisited (Fyrenius *et al*, 2007), escaped from and returned to at appropriate times. Other theories which informed psychodynamic thinking were shared by both late stage students; these included particularly the objects' relations theories of Klein (1946) and others and maternal preoccupations of Winnicott (1965).

The ability to appropriate parts of theory, or concepts enshrined in theory, was performed by the advanced students as they applied judgement, which included imagination and creativity (Vygotsky, 1978) from the academic support of the tutor and to her background of knowledge. Students stated they understood the need to keep mastery intact (Rosen *et al*, 1977) and not sublimate it (Shabad, 1993) to theoretical boundaries, to their detriment. For these students, purism was seen as an unnecessary hindering factor in the application of counselling skills and did not provide a challenge.

Pilot study students' interventions

The two students (Y2B and Y4B) involved in the earlier pilot study both showed an ability to reflect at a deep level on earlier interventions. The earlier experiences provided the opportunity to build on thoughts expressed resulting in increased intramental reflections from these two students, as well as a capacity to develop ideas which might not have been the case otherwise. Student Y2B evidenced an ability to understand the tutor's motivations, which seemed to be missing from student Y2A's comments.

Student Y2B was able to make connections about the tutor's expectations of her learning and integrating theory as well as deliberate about being compassionate to herself, when dealing with her fear of theory. Student Y4B reflected on the application of theory to self, sharing learning on the intramental plane. Both students reported they built on what they disclosed during the pilot study interviews.

Summary

In this chapter, students from all four stages of learning, clearly reflected on how their learning is enabled by different levels of mental functioning, commencing with being facilitated by external factors, or interpersonally, by being able to reflect on their ability to be reflexive, or intrapersonally (Vygotsky, 1978). This movement from the intermental to intramental level of learning is evidenced as students reflected on their personal development and how this development is beneficial to their learning counselling skills as well as an increased ability to relate to clients as student counsellors.

There is evidence of how theory was perceived by students at all stages of their training, including starting from a base position in which there was present a fear of the academic nature of theory, perhaps at some level being unsure of an ability to comprehend and apply unknown theory. The next stage was reported a lessening of anxiety and confidence increasing as the student became acquainted with the underlying theories of the psychodynamic counselling approach. There is focus on the changing and developing abilities of the student to integrate theory to clinical work. I noted the changes reported by students in their relationship with the tutor over the four year cycle of course experience and how they described their private relationships evolved as a result of theoretical integration. Finally I discussed how personal development was reflected on by students from the perspective of being encouraged and enhanced by theoretical knowledge.

7: Discussion and Conclusion

Introduction

In this thesis, I have used elements from two main paradigms, sociocultural activity-based constructivist and psychotherapeutic psychodynamic thinking in my analytic framework to ascertain students' perceptions of what in their opinion or judgement, best facilitates learning in their development from trainee student counsellors to autonomous cathartic counsellors (Tønnesvang *et al*, 2010).

I have provided what I see as an elegant, simple but powerful set of therapeutic and educational lenses through which to interpret students' comments on what supported or hindered their learning, at various stages of the psychodynamic training course and presented emerging themes from their transcripts with discussions of their significance as well as consideration on their interrelationships (deRivera & Sarbin, 1998; Shacklock, 2005).

I took elements of constructivist thinking to analyse and understand students' development on psychodynamic courses as well as used concepts from the psychodynamic modality to explain sociocultural constructivist theories. This is a dynamic and iterative process in that I moved from one to the other,

building on previous understanding. It is also a conscious process, which I describe and illustrate in more detail in the postscript to this thesis. I introduced a constructivist lens because psychodynamic theory does not seem to offer lenses through which to view learning.

This chapter comprises five major sections. Firstly I outline the factors which facilitated students' learning from students' perspectives, as evidenced in transcripts of interviews. Secondly, I focus on students' accounts of their different needs through the training course and how students' views are different or have changed (McCarthy, 2004) at the four stages (years) of the learning cycle of psychodynamic training, drawing on the main points from the findings and analysis chapters. Thirdly, arising from the first two sections, I consider the contribution to knowledge I have made with this research study as well as the implications of the research for me as a researcher (Gadamer, 1976; Lopez, 1995; Hammersley, 2003; Rose *et al*, 2005), tutor and person. Fourthly, I include some reflections which have contributed to my personal development (Cozolino, 2006; Harris, 2008), many of which are derived from my contemporaneous notes maintained throughout the research process and I evaluate some strengths and limitations of the study. Lastly I conclude with the main points and findings of the research leading to subsequent implications and have added a postscript evidencing beginning application of lenses, described in the section 'contribution to knowledge', as work-in-progress.

Students' reports of their development and changing needs at each stage of the course, through the experiences of being on psychodynamic counselling training courses, is a very significant finding from my research, particularly the data about students' perceptions of the way they have changed (Cartney & Rouse, 2006) sits. In all of the domains discussed below, which relate to themes emerging from my reflections and discussion of interview transcripts,

it is possible to chart these differences between students at different points of the training course.

Both Year 1 students, from the point of entry to the course, reported being unconsciously incompetent, that is they do not know what they do not know. In Year 4 both students, on completion of the course, reported they saw themselves emerging as fledgling counsellors, autonomous and able to work cathartically with clients, appreciating their strengths on which they built as well as their weaknesses.

Factors that facilitated learning

In the Tables below, I list factors that students found facilitated their learning, mapped against the year of the course they stated these arose, often during more than one year, which I have shown. The point is made throughout that students' views are reported at a particular moment in the four different stages (years) of the course and I have not assumed a linear progression of development.

Throughout Chapter 6, I methodically address factors identified by these students as being encouraging and discouraging and offer conclusions and interpretations to highlight understanding. There is considerable emphasis placed on analysing how the tutor's behaviour is envisaged by students as a facilitating factor in learning. The themes associated with this, in order of presentation, are 'Encouragement' and 'Closeness'.

The first theme of 'Encouragement' is analysed from the perspective of understanding students' meanings of the word (Vygotsky, 1978; Hein, 1991), how these meanings developed as students reported at each course stage and how students identified their needs and applied their tutor's encouragement to their own learning processes. Table 44 below lists behaviour by the tutor that students from all four stages (years) report encourage their learning.

Table 44: Facilitating factors for learning, in theme 'Encouragement'

Year	Tutor Behaviour (Domain 1): Theme (i) Encouragement by tutor through:	Student
1	modelling 'how to be' as a counsellor	1A,1B
1	having an appropriately close relationship	1A,1B
1,2	having an 'open' relationship	1B,2B
1,2	sharing counselling experiences	1A,2A,2B
1,2	using mixed methods to teach, especially experiential	1A,1B,2A,2B
1,2,3	being enthusiastic about counselling	1B,2A,3A,3B
2,3	challenging appropriately	2B,3A
3,4	reviewing career opportunities in counselling	3A,3B,4A,4B
All	having a sense of humour	1B,2A,3B,4B
All	being empathic	1A,1B,2A,2B,3A,3B,4A
All	giving feedback	1B,2A,2B,3A,3B,4A,4B
All	offering one-to-one tutorials	1A,1B,2A,2B,3A,3B,4A,4B

The tutor modelling 'how to be' as a counsellor (highlighted in research by Folkes-Skinner *et al*, 2010), as well as sharing material on the interpersonal plane, is highly valued by both Year 1 students, who also reported they valued the tutor allowing and encouraging an appropriately close relationship, in which both support and challenge were enabled.

The tutor's actions and behaviours are identified by students as having the potential both to encourage and discourage their learning. This is important as, throughout the study, clear evidence emerged of the significance of the tutor-student relationship as playing a major or significant part in the students' construction of learning. Students' transcripts showed a need for the tutor's behaviour to be perceived as both supporting and challenging (Reeve *et al*, 2004; Cassidy, 2007), with a balance that is appropriate to the stage of learning they have reached.

In this theme I addressed encouraging factors from both the interpersonal and intrapersonal planes (Vygotsky, 1931, Daniels *et al*, 2007; Richardson *et al*, 2007), with an understanding of dynamic movement from the former plane to the latter plane and *vice versa*, one building on the other (Vygotsky, 1987) as a continuous iterative process.

The second theme in Chapter 5 is ‘Closeness to Tutor’, particularly how the tutor allowed a close or distant relationship (Könings *et al*, 2008) with students and the students’ statements of what supported their learning in regard to this. Table 45 below shows a seeming wish for a close relationship (Salzberger-Wittenberg, 1983) with the tutor, by students from all stages of the course, although awareness is evidenced in students’ texts of the need for closeness to be appropriate and non-threatening (Collie, 2008).

Table 45: Facilitating factors for learning, in theme ‘Closeness to Tutor’

Year	Tutor Behaviour (Domain 1): Theme (ii), Closeness to tutor in:	Student
1,2,3	relating maternally	1A,1B,2B,3A
2,3,4	the tutor working in transference	2B,3A,3B,4A,4B
3	‘playing’ where appropriate	3B
All	having a close relationship	1A,1B,2A,3A,4B
All	being wide-ranging, adapting to students’ needs	1A,1B,2A,2B,3A,3B,4A
All	allowing personal issues to be discussed	1A,2A,3B,4A,4B
All	being boundaried	1B,2A,2B,3A,3B,4B

Much importance is given to understanding the need for both a nurturing and challenging environment, in which the tutor-student relationship is emplaced and in which transferences is enacted (Borbely, 2009). Within the general close relationship required by students, which facilitated both academic and personal matters, students described here equivocation with a need for distance (Vygotsky, 1934, 1962; Wells, 1998; Grand, 2002), evidenced especially in Years 3 and 4, towards the end of the counselling training course, as students reflected on the intrapersonal plane.

Chapter 6 focussed on students’ behaviour and particularly those behaviours that facilitated learning. The themes emerging are identified as being ‘Changes to self’, ‘Making Judgements of Tutor’, ‘Self-esteem and Confidence’, ‘Autonomy’ and ‘Private Life’.

The first theme ‘Changes’ particularly referred to changes to the self (Beisser, 1970; Brinich & Shelley, 2002) of students. Table 46 below shows changes

in students, which is defined in terms of deconstruction or unlearning and reconstruction of learning (Vygotsky & Luria, 1925; Nixon *et al*, 2008). This process contributed towards the students' personal development and the creation of new identities (Frosch, 1991; Christopher *et al*, 1992; McLeod, 2007). The sub-theme of diversity (Lago, 2006; Coren, 2010; Elicker *et al*, 2010) has been covered in the relatively narrow context of how it impacted students' change and development.

Table 46: Facilitating factors for learning, in theme 'Changes to Self'

Year	Students' Behaviour (Domain 2): Theme (i), Changes to self through:	Student
1	learning about individual personal development	1A,1B
1,2	achieving goals	1B
1,2	deconstruction and reconstruction of learning	1A,2A
1,2	becoming open and less defensive	1B,2A,2B
2,3	becoming reflective and reflexive	2A,2B,3A,3B
2,3	accepting diversity and difference	2B,3A
2,3	being a member of a peer group	2A,3A
2,3	becoming more assertive	2B,3A,3B
2,3	improving self-esteem	2B,3B
3,4	internalising responsibility	3A,4A,4B
3,4	appreciating the benefits from contemporaneous therapy	3B,4A,4B
4	seeing herself as mature	4A,4B

Students' narratives evidenced the stages of identifying and establishing their thoughts, beliefs, positions taken, goals established and baselines. Changes to self (Mackey, 2008), highlighted by students, included the process of becoming reflective and reflexive as practitioners (McLeod, 1994, 2001), as well as an increased ability to be less defensive and open to critique and feedback. This seemed to assist self-esteem and self-efficacy (see above) especially in interaction with peers on the course.

The second theme in Chapter 6 is 'Making Judgement of the Tutor', perhaps more particularly described as students' ability to assess and evaluate the tutor, an integral part of counselling courses. Table 47 below includes the importance of students having confidence (Elliott, 1993) in the expert knowledge and ability of the tutor (in the ZPD) and how discussion and

analysis of students' narratives highlighted the students' anxieties and fear of being judgmental (many theorists have postulated about anxiety and the underlying emotion of fear, including Freud, 1922; Winnicott, 1974; Wilber, 1978; Mitchell & Black, 1995; Harris, 2008).

Table 47: Facilitating factors for learning, in theme 'Judgements of Tutor'

Year	Students' Behaviour (Domain 2): Theme (ii), Judgement of Tutor in:	Student
1	having the freedom to assess	1B
1,2	sharing assessment with peers	1A,1B,2B
2,3	separating personal and professional behaviours	2A,2B,3B
3,4	understanding parallels of course with clinical processes	3A,4A,4B
4	being able to offer interpretations	4A,4B
All	trusting the tutor's ability	1A,1B,2A,2B,3A,3B,4A,4B
All	valuing the person of the tutor	1A,1B,2A,2B,3A,3B,4A,4B
All	assessing both positive and negative aspects	1A,1B,2A,2B,3A,3B,4A,4B

There is appreciation of how being judgmental is understood by students as distinct from the course requirement to give feedback on their perceptions of the tutor. Students considered their ability to offer both positive and negative feedback (Androutsopoulou, 2001). When making an assessment, students reported a general reluctance to offer what was perceived to be negative feedback. In understanding parallels between course experiences and working clinically, students related they had increased their ability to apply theory to practice (McCarthy, 2004) and reflected on the enabling part the tutor played in this development. A further difficulty was identified of 'assessing the assessor', although students, from all years of the course, seemed to believe this was a problem they could overcome.

The third theme in Chapter 6 is 'Self-esteem and Confidence' of students, which has been charted in each year of the course. Analysis is conducted from the perspective of how students valued themselves as a product of their socio-cultural environment, as well as early familial experiences (Skynner & Cleese, 1993; O'Carroll, 1997; Ratelle *et al*, 2005). These experiences played

a part in confidence gained in students to be cathartic counsellors, as a result of support from the tutor, both from an academic and personal viewpoint.

Self-esteem is defined and understood by students as being on the continuum of having high or low beliefs (Wellborn, 1991) in their abilities to become cathartic counsellors. Table 48 below includes how confidence was viewed in the students as their capacity to deliver, access or attempt wished-for goals (Elliot, 1999; Fyrenius *et al*, 2007) they had set, or have been set, towards working with clients (Yerushalmi, 1992), initially in clinical placements.

Table 48: Facilitating factors for learning, in theme ‘Self-esteem and Confidence’

Year	Students’ Behaviour (Domain 2): Theme (iii), Self-esteem and Confidence in:	Student
1	increased assertiveness	1B
1,2	having a ‘secure base’	1A,1B,2A
1,2,3	lessening anxiety or fear of failure	1A,2A,2B,3A
1,2,3	being motivated	1B,2A,2B,3A,3B
2	comparing individual ‘s progress to peers’ progress	2A
2,3	increasing self-awareness as part of personal development	2A,3A,3B
2,3	succeeding competitively	2B,3B
2,3,4	challenging successfully	2A,2B,3A,3B
3	increasing self-belief in their abilities as counsellors	3A,3B
3,4	building and self-authoring an identity	3A,3B,4A,4B

The resultant increased assertiveness and belief in self as a counsellor, sometimes when compared with peers, is an integral part of students’ abilities to self-author identities, which was fundamental to personal development (Robins, 2001; Segers *et al*, 2008, McAdams & Olson, 2010). Students’ motivation (Entwistle, 1988) increased as they reflected on successes in a counselling environment in which student counsellors are able to support and challenge clients.

The fourth theme in Chapter 6 is identified as ‘Autonomy’ of students, more particularly defined as how students moved towards taking responsibility for learning (Furlong, 2003; Johnson & Spector, 2007). The dynamic movement from dependence towards autonomy and independence (Winnicott, 1965) is

seen as a facilitating factor by students for their learning. Table 49 below indicates and summarises analysis of the need of students to be supported and challenged via tutor interventions.

Table 49: Facilitating factors for learning, in theme 'Autonomy'

Year	Students' Behaviour (Domain 2): Theme (iv), Autonomy in:	Student
1,2	taking responsibility for learning	1A,1B
2,3,4	reflecting on the intrapersonal and/or intramental plane	2A,2B,3A,3B,4A,4B
3,4	moving towards independence	3A,3B,4A
3,4	becoming reflexive	3A,3B,4A,4B

Issues of self-motivation, power and control (Erikson, 1965; Rouhlamin, 2005; Ernest, 2006) surfaced and psychodynamically boundaries and containment (Klein, 1935, 1940, 1946; Segal, 1973; Olson, 2008) played their part in students acquiring independence and autonomy in learning.

The final theme focused upon in Chapter 6 is 'Private Life', being the influence relationships and life outside the course had on students studying counselling training. Table 50 below lists the importance placed by students in having a supportive private life (Harris, 2004; Stewart, 2007) during each year of study as well as the opportunities to develop peer relationships, further aided by new interpersonal skills learned.

Table 50: Facilitating factors for learning, in theme 'Private Life'

Year	Students' Behaviour (Domain 2): Theme (v), Private Life in:	Student
1,2	having a supportive family life	1A,1B,2A
1,2,3	interacting socially with peers	1A,1B,2B,3A
2,3	challenging family myths and misconceptions	2A,2B,3A
2,3,4	transference from family life onto peers and tutor	2B,3A,3B,4A
All	transferring new learning to off-course relationships	1A,2B,3A,3B,4A,4B

Interpersonal skills also helped in addressing often uncomfortable familial myths (Gleick, 2000; Guzzetta, 2005; Jackson, 2008). The tutor could assist in this by encouraging transference of facets of familial relationships, on the training course. Also covered is how training and the results of new learning

(especially counselling skills) and personal development of students had the potential to change the dynamic in significant relationships outside the course.

Chapter 7 focused on students' reflections of their course experience, particularly how they learned and the part academia played in their construction of learning. The areas of reflection were divided into two themes, 'Individual Learning Processes' and 'Theory'.

The main theme discussed is 'Individual Learning Processes', which could be understood in terms of the way students learned 'to be' as psychodynamic practitioners as well as what they found facilitated such learning. Throughout all stages is students' recognition that what enabled learning are experientially based exercises (Gray, 1990; Rennie, 1998; Moon, 2006) with practical involvement. However, at the beginning of Year 1, for the first few weeks of the course, they stated that the didactic mode of teaching by the tutor filled their need to be metaphorically 'fed' and was facilitative at the very early stage of the course.

The practice of using case studies, role-plays and group exercises, as tools for teaching counselling, seemed to meet the students' perception of what they found supported their learning. Table 51 below lists how the process of learning or meta-learning (de Laat & Lally, 2003; Picard *et al*, 2004; McAteer & Dewhurst, 2010) was experienced by students, acknowledging the difference between content and process as well as how involvement with peers stimulated learning.

Table 51: Facilitating factors for learning, in theme 'Individual Learning Processes'

Year	Students' Behaviour (Domain 3): Theme (i), Individual Learning Processes through:	Student
1	collaborating with tutors and peers	1A,1B
1	realising unlearning was possible	1B
1	being empowered	1A
1	recognising different ways of individual learning	1A,1B
1,2	differentiating between content and process	1A
1,2	being challenged	1B
1,2	comparing to peers	1A,1B
1,2	working in gender-mixed groups	1A,1B
1,2	cementing peer relationships	1A,1B
1,2,3	practising role-plays experientially	1A,1B,2A,2B,3A
1,3,4	being seen as professional	1B,3A,3B,4A,4B
2	having a close relationship with tutor	2A
2,3	critiquing individual experiences	2B,3A
2,3	modelling from the tutor	2A,2B,3A,3B
2,3	reflecting on learning	2A,2B,3A,3B
2,3	being challenged	2B,3B
2,3,4	connecting theory and practice	2A,3A,3B,4A,4B
2,3,4	being reflective	2B,3B,4A,4B
3	starting clinical placement	3A,3B
3,4	being 'immersed' study and clinical work	3B,4A
3,4	taking risks	3B,4A,4B
3,4	being self-motivated	3A,3B,4A
3,4	tackling manageable amounts	3B,4A,4B
3,4	becoming boundaried (psychodynamic)	3A,3B,4A
4	relaxing and not 'battling'	4B
4	speculating on the future	4A,4B
All	improving inner confidence and self-esteem	1B,2A,2B,3A,4A,4B

From a sociocultural constructivist view students were supported to learn on the intermental plane by drawing on individual understanding that interacting in groups with different peers, helped and enabled their learning and development (Blumenfeld *et al*, 1994; Van Berkel & Dolmans, 2006). Students reported they benefitted from dynamics found in a diverse group that challenged and supported them to elaborate their thinking, at an intramental level about sedimented knowledge related to their understanding.

Evidence emerged from interview texts that connecting with and sharing intimate emotions (Towbin, 1978; Vygotsky, 1986; Lopez, 2001) appropriately, as gauged by the individual student, formed a significant base in personal development terms as well as preparing students for the emotional

aspect of counselling in clinical placements. Students stated the realisation that an ability to share their own personal material with peers, in course experiential work, was a predictor of an ability to engage with clients' emotional material, from an undefended position (Dochy *et al*, 2005; Fauth & Williams, 2005; Terry, 2009). This is recounted by students as a facilitating factor and is highlighted in analysis of the theme.

The learning process was further stimulated in students' movement to a professional role, which happened once work in clinical placement is enacted (Rizq, 2011; Wheeler, 2011). As a result, students' narratives included reflections of an increased ability to make use of the dyadic relationship with the tutor, from a position of being closer to equality (Hey, 2002; Harris, 2004; Stewart, 2007). At the Year 3 stage, there is contradictory evidence of both denial of the importance of the relationship with the tutor in their learning as well as reliance on the relationship, which seemed to be a stage moved through as students worked towards independence and autonomy in learning. Boundaries and the tutor modelling boundaries (Knapp & Slattery, 2004; Payne *et al*, 2006), remained an important part of students' reflections on learning, as did consideration on the overall course, of the central and collaborative part (Wyn, 1990; Blumenfeld, 1994) played in relationships with the tutor.

The second theme discussed in Chapter 7 is 'Theory', which has been defined and understood in terms of the psychodynamic theories and concepts that particularly resonated with students through their learning experiences, as well as the process of applying theory to clinical practice (Binder, 1999). Table 52 below includes that by students gaining an understanding of the main theories that underpinned the psychodynamic approach to counselling and the main concepts that were contained within psychodynamic theories, they stated they became more relaxed in application of theory to practice which served to lessen fears and anxieties about theories.

Table 52: Facilitating factors for learning, in theme 'Theory'

Year	Students' Behaviour (Domain 3): Theme (ii), Theory by:	Student
1,2	understanding psychodynamic theories and concepts	1A,1B,2A
1,2,3	discussing theory with peers	1A,1B,2A,3A
2,3	overcoming previous blocks about learning theory	2B,3A
3,4	applying theory to practice (repeatedly)	3A,3B,4A
All	integrating and applying to wider lives	1B,2A,3A,3B,4A,4B

Some evidence emerged from students' reflections of initial fear of unknown theories, followed by a more relaxed attitude once theories were understood and integrated as supporting and informing clinical practice.

Students reported that the main theories that resonated for them, in all the stages of the psychodynamic training course, included those based on Freudian (1922) postulations, that is the psychoanalytic and psychodynamic proposals that involved libido-driven human development, on which were built theories of attachment and object-relations. Students' reflections on building counselling skills through theoretical knowledge of psychodynamic concepts, particularly defence mechanisms, transference, counter-transference, linking, projective identification and imagery, is included. Students also reflected on how their developing reflections at an intrapersonal level on psychodynamic theories provided further illustration and understanding of their personal development.

Critique of research study

Background and context

This study investigated eight students' views in-depth of what facilitated their learning from their perspectives, based on ontological assumptions of constructivism that were holistic and dynamic (Arthur *et al*, 2012). Students' views included how they used themselves reflexively, which they identified as an important part in their construction of learning.

A constraint of this study is the fact that generalisations could not be made from a sample of eight students. An in-depth study necessarily involves a small number of students rather than a broad range which might allow for generalisations. The research approach was chosen specifically to elicit the in-depth views of this small number of participants. Care has been taken not to generalise findings although I acknowledge that appropriate general implications that are drawn remain pertinent.

Strengths and limitations of the research

This research happened over time. I, as the researcher, have learned and developed through this process as time elapsed. It is essential to reflect on the strengths and limitations of my research process, to consider and reflect upon what has gone well and what I might have done differently.

I have attempted to ensure that this study has been both rigorous and trustworthy. One concern about clinical practice had been a criticism that counselling research lacked rigour, which was highlighted in Shedler's (2010) acknowledgment that the psychodynamic approach to counselling was led by other psychological treatments in rigorous examination of outcomes but the effectiveness of other therapies over psychodynamic therapy has not being found in rigorous studies, nor are these exhaustive. It is important to me that my research attended to issues of rigour and trust and is as comprehensive as it could be. I attempted to be transparent in the way I evidenced the manner in which I carried out the analysis. I have also attempted to make the analytic framework clear with its associated paradigms through which to analyse students' data.

The list of interview questions was designed to address the focus of the title of the research and attention was given to ensuring students understood what was asked. The dialogical approach, commenced with semi-structured questions and supported by appropriate probes, enabled substantial material

to emerge from students in a way that seemed to be unfettered. Interviews, reflections and member checks contributed to a process in which ethical considerations of respect and confidentiality were assured as well an opportunity offered for all students and myself, as researcher, to reflect on participants' meanings.

In attempting to be rigorous and transparent, including in my interpretations, what has emerged from the research is a logical flow of reasoning from introduction, methodology, findings and conclusions (Gavin, 2008). Conclusions are drawn from the results by reflecting on material and interpreting the material from the interviews, as well as contemporaneous field notes.

The sample comprised seven females and one male, which also was representative of the gender-mix of students found on counselling courses in the universities from which they were selected. This is an unplanned correlation which is coincidental. Ages of student participants ranged from late twenties to late fifties. Although I did not seek the complete age range represented in each of the four stages of training, what emerged is the fact that there were two different decades from each year of study included, which I believed to be a positive factor. Whilst I have not attempted to claim generalisation from such a small scale study, I believed this comprehensive range added richness to the study and evidenced some interesting contrasts and similarities from interview texts.

The number of students (eight) who participated and agreed to be interviewed, as volunteers for the research, was another issue for attention. The size of the cohort was limited by the methodology that was chosen that required in-depth data from a small sample to fit the focus of the study. The size of the cohort was also a strength because it enabled study of students' views in considerable depth. Had I increased the number of students I interviewed, I believe much

additional rich data would have emerged, however the depth of analysis would have been more curtailed. I also appreciate that by interviewing a different set or increased number of students, from the same or other psychodynamic training courses, I might have obtained data with different nuances from different personal perspectives.

Students involved in this research had all experienced different tutors, as they were at the particular point on their training course and drawn from different Higher Education institutes. Students from each year were drawn from different cohorts. Some developed a relationship with more than one tutor. I believed this diversity added richness to the research and thus can be considered a strength because students have drawn on this variety of experiences. There is the implication of only being able to interview those who volunteered when others did not volunteer. Adopting this design meant I was very dependent on individual students being prepared to give in-depth attention and time to me. In the event one student dropped out, which I allowed for by building a waiting list of students, who were prepared to be interviewed.

There is the ethical issue of not using students who had volunteered to be interviewed. I believe it was concordant with my ethical position that I fully explained I would be selecting at random those students who met the research criteria and discussed with all applicants the possibility they might not be selected for participation. All volunteers understood this and were happy for their names to be put forward. Whilst I believe I took every step possible to mitigate possible student disappointment, I cannot be sure that those not selected might have found perceived rejection difficult.

Ontologically, realities are constructed by students socially, in that they could not see the world from any place other than from where they are. As a result, epistemologically, I am, as researcher, interactively linked with the student

so that ‘findings are literally created as the investigation proceeds...’ (Arthur *et al*, 2012:18). Thus the issue is that I, as researcher, interviewer, tutor and therapist, influenced material arising in interview, as it was brought about by interaction with me⁴⁷.

I believe a strength of the study was that my psychodynamic roots and experiences allowed and enabled an in-depth reflection and analysis of students’ data and factors they considered facilitated their learning. That I was able to enter the research process from a very positive and highly interested perspective, from an affirming and co-operative position, enabled me to elicit data that otherwise might not have been available. I used my experience and deep interest in psychodynamic counselling to apply skills during interviews, which encouraged students to reflect on facilitating factors for their learning. My knowledge of the psychodynamic process, theories and concepts supported my analysis of data which I believed was in greater depth than otherwise might have been the case.

One of the issues that arose from deciding to adopt the design where I investigated students’ views in depth, meant that I had to have access to psychodynamic courses where gatekeepers and course leaders were prepared to facilitate my engagement with students. This necessarily limited the range of courses that might otherwise have been available. I did attempt recruitment of students for the study from a broader range of universities but was unsuccessful, inasmuch as those universities ran courses over different time periods, involving full or near full time education over shorter time periods. I agreed with the relevant gatekeepers, that it would be more appropriate to interview students, for this research, from the same four year time-structured

⁴⁷ See discussion below in section Personal Implications, researcher, page 310

training courses. This was important for me as I wanted to ensure that participant students had a uniform four-year training experience.

I also sought to gain the thoughts and perceptions of students who had the chance to reflect throughout the four year period. Reflective (and reflexive) students are expected to reflect as a very important part of students' experiences as well as training (Butt, 2006; Bailey & Unwin, 2008; Perrone *et al*, 2009) on psychodynamic counselling courses. However, if I had included interviews with students from courses with a different teaching time frame, data would have emerged that related to different lengths of time for study, which might be the focus for further research.

There was also an issue of power, control and responsibility (Gray, 2000; Rouhlamin, 2005; Shahar, 2011), which I reflected upon throughout the methodology and data analysis of this thesis. As noted above, all participating students knew I was a tutor at universities at which they studied, although they did not have direct experience of me in that role. They were aware that I was known, or could be known, to their personal or course tutors. I have been transparent in my relationships with students and this knowledge had the potential to influence responses. Students might have found the relationship with me threatening (Sobral, 1997) and the possible resultant fear had the prospect of altering or curtailing their responses. Equally the effect might have been an effort to please me, although I believe use of a second reflective interview provided an opportunity for students to reflect on the content and process of what was said in the first interview.

During the interviews, all students showed willingness and ability to address issues of power and responsibility, which arose on the course, by repeatedly returning, often unprompted, to these themes and reported their ideas on the subjects of independence, control, autonomy in learning, decision-making, identifying goals and not least, changes in relationships with the tutor.

Students showed considerable readiness to work with me on their views and recounted course experiences, at a deep level; this willingness to participate has enhanced my knowledge of students' academic and personal lives and enhanced my respect for them both as people as well as prospective counsellors.

Apart from the ethical issue of not wanting to interview students who had experienced me as a tutor, which might place them in an invidious position of disclosing material and thoughts in research to their tutor, who was continually assessing them, I attempted to conduct interviews from an involved but impartial stance (Bennett, 2001). I believe there were advantages of working with people unknown to me, bearing in mind transference (Ferenczi, 1926; Loewenthal & Snell, 2006; Borbely, 2009) and fantasy (Klein, 1946; Stern, 1997) also played a part.

The power issue (Vygotsky, 1934/1987) was further considered from the perspective of my role as a therapist. Students were studying to become therapists themselves and might have perceived me to be a role model (Lapour & Heppner, 2009; Moreau, 2011) in some way, which again had the potential to influence participants' responses.

Related to but separate from the role model of therapist, was the issue of dual roles and relationships (Borys & Pope, 1989; Loewenthal & Snell, 2006; Dalzell *et al*, 2010). Students knew I was a researcher, therapist and tutor and despite my protestations, affirmations and clarifying statements, there were times when students might be unsure of which role I represented at any particular moment and this might have influenced students' reactions to my interview questions and interventions.

Had I interviewed students from another university, I could have chosen not to reveal to them that I was a tutor and a therapist, which I believe would not have been consistent with the ethical position I advocated. The result would

have produced data that could not be claimed to be congruent with my stated philosophy of being transparent.

From the ethical perspective, the issues arose of confidentiality (Jenkins, 1997; Bond, 2002). Although, at the start of the relationship with students and throughout, as researcher I informed students I could not maintain complete confidentiality (BACP, 2002, 2004) as there were others who necessarily needed to read my work, the disclosures and responses made by the students were based on them being confidential to my work. However, there could be no guarantee that students' fear that confidentiality might be brokered to a wider audience, did not influence responses.

Earlier in the study, I reported on the issue of how I represented two students' views from the same stage of learning, from each year of the course and the reasons I maintained their individuality. I analysed material from these students and noted in some cases there was duplication in responses. I found that students did have both different and similar views. I believed that by presenting pairs of students' material as snapshots in time from each year or stage and maintaining the discrete nature of material, I have fairly represented students' individual thoughts and words.

Students expressed views from different perspectives, informed by their life experiences and as individuals they told their stories in different ways. However for the most part, the same facilitating factors for learning emerged, related in an idiosyncratic way as well as confirmation of personal development for each pair of students at different stages of the course. I acknowledged that the students developed at different rates throughout the four-year course and therefore their abilities to become cathartic counsellors. I believed the strategy to maintain discreteness of findings of the two students from each year of the course was a strength of the study.

The defining factor about the group of participants is that, of course, all were students of psychodynamic counselling study and training and I was psychodynamically trained and for many years had worked with students as an educator. I believed this commonality was reflected throughout the thesis, as interviewed students and I had an individual curiosity in the outcome of the research as well as jointly discovered the part each has played reflexively (McLeod, 1994; 2001, Etherington, 2004). I have maintained a deep interest in facilitating students' development and personally gained much satisfaction from sharing in that development. I enjoyed working with the participant students and found the research project as a whole to be gratifying and rewarding.

As noted above, I am able to enter the process from a very positive and highly interested perspective and I believed this affirming and co-operative positioning enabled me to elicit data that otherwise was not available.

Analysis imbalance

The students discussed some themes in much greater depth than others. The theme that was returned to most, time and again, was 'Changes' and as a result I devoted considerable space to analysis of students' words and reported thoughts. The second most visited theme by students was 'Self-esteem' followed by 'Encouragement', 'Private Life', 'Learning Process', 'Closeness', 'Autonomy' and lastly 'Judgement of Tutor'.

Process of analysing data

This empirical research has been a study in-depth, rather than breadth, of data emanated from sixteen interviews, with a comprehensive analysis of ten different themes and many sub-themes. Analysis by NVivo software (Tesch, 1990) was completed rigorously and the time taken, to apply software systems to the collected data, was extremely productive.

The nVivo software package made the task rigorous, exhaustive and time-efficient (Richards, 2002; Ozkan, 2004). I could have performed this task manually and through an iterative process reached saturation, however this might have taken considerably longer than by using nVivo software.

This software enabled me to think about the structure of the meanings of students' words, as well as their senses, with considerable clarity by me building hierarchical trees with sub-divisions and linkage. I found this allowed considerably deeper analysis and provided a conceptual framework through which to view the data.

During the interviews, use of semi-structured lists of questions (Swetnam, 2004; Seijts & Kyei-Poku, 2009) (see Appendix 3, page 348) enabled both a focus on the topic and also the potential for probing answers. This method was effective in eliciting data that I have analysed qualitatively. Had I used a dialogical method without semi-structured questions, I believed much data would evidence a very broad focus of material, which might not specifically concern students' perceptions of factors that facilitated their learning.

Inclusion of pilot study students for main study

The inclusion of the two pilot study students (Y2B and Y4B) in the sample for the main study, on reflection, seems to be particularly appropriate as it conforms to the never-ending process of the hermeneutic circle of understanding in which learning is never closed. It is clear from my analysis of themes that the pilot study students were able to reflect at a deep level, building on their early experience. I have summarised these reflections on pages 224. This 'second round' of reflective interviews gave the two students the chance to reflect on what they said earlier as well as to develop their understanding and personal position regarding the issues addressed. I believe the research benefitted from the additional opportunities afforded these students.

Whilst the students were selected randomly (see page 67), I acknowledge they had previous experience of me as a researcher and thus had a greater awareness of the subject matter of the research than the other student contributors. Had they not have been involved in the pilot study I accept that different material might have emerged.

Contribution to knowledge

Throughout the thesis, I acknowledged the valuable and essential nature of the supervision provided for me. I have not only learned much from this in relation to the research but also considered my supervisors were involved in roles as mentors to the research, particularly in research design, analysis and writing-up processes, as they invited me to consider different perspectives by addressing areas I had not considered up to that point.

A particular contribution to knowledge (Engel, 1965), which is very clear in this research is, I believe, using lenses from elements of the two paradigms of psychodynamic and sociocultural constructivist thinking into an framework for analysing data which has illuminated findings (Moulding, 2010) in this research. By employing elements of these two paradigms, I have produced a framework of analysis (Payne & Farquhar, 1962) that could be used in many areas of research in the fields of education and psychotherapy. This framework of analysis, in which I have used dual lenses from elements of two different paradigms, might be useful and help to illuminate other research in appropriate fields, including counselling, especially as the psychodynamic approach to counselling does not have a specific theory of learning.

This could be looked on as a way of using pre-existent theories from the two paradigms to utilise a framework for analysing learning within a psychodynamic approach to counselling training in an innovative way and one which emerged from my analysis and reflections. Ultimately, this has the

potential to inform further research for those interested in creating a learning theory for the psychodynamic approach to counselling, which is an exciting prospect.

From this structure there emerged an understanding of how students developed in each stages of the course and any appropriate research that considered similar structure could use this framework.

Ontological dissonance

In this thesis I considered two different domains of nomothetic and ideographic ontology. This is a classical distinction and being able to step from one to the other, as I have done in this research, is very useful, especially as it was done consciously.

In the literature review above (page 15) of this thesis, I discussed Vygotsky's detailed investigation into attempting to arrive at an understanding of a definition of psychology, which had its own theory of knowledge, whereas constructivism is informed by a world-view within the individual's socio and cultural environment. Vygotsky was concerned with bridging the gap between the unconscious being a problem for psychology and being a psychological problem and was to consider that psychoanalysis was not dynamic but contained '...highly static, conservative, anti-dialectic and anti-historical tendencies...' (Vygotsky, 1927/1982) and stated further that '...psychoanalysis has no *a priori*, conscious theory-system...' (*ibid*, 1927/1982).

The two paradigms came from a history of tension and contradiction. Vygotsky labelled this divergence a 'crisis' as he considered the paradigms were irreconcilable. In Vygotsky's time the debate existed between the positivistic thinkers who addressed behaviour and those who worked with unconscious material, between external and internal worlds. This thesis has

not attempted to find a solution to the problems of irreconcilable difference. What it has done and what has particular relevance to this research, has been to find out how Vygotsky's claim of the tension between psychodynamic (structured) thinking and constructivist (unstructured) thinking has application to this study. The particular part of the argument that has been considered here has focussed on one area of the discussion Vygotsky and other educational psychologists had within that debate, which was understanding learning about psychoanalytic (psychodynamic) theory from the perspective of constructivist thinking.

One of the issues that Vygotsky grappled with was working with psychodynamic theories and constructivist cognitive theories, which culminated in a belief that psychotherapy was structured and constructivist theories were unstructured and depended on societal and cultural influences (Vygotsky, 1927). When applied to the context of this research, it is the tension effectively between Vygotskyian ideographic phenomenological constructivist thinking and the relatively nomothetic paradigm of psychodynamic understanding, albeit including material dwelling within the unconscious.

My hope and expectation is that future researchers take forward the challenge of developing and creating the lenses through which to inform learning of the psychodynamic approach to counselling and develop them into a clear theory of learning, underpinning psychodynamic teaching in the future.

The framework that structured this research, which could in the future inform research into the theory of learning for teaching the psychodynamic approach to counselling and psychotherapy, is underpinned by the knowledge that methodologically, realist ontology is nomothetic and related to general laws. On the other hand interpretivist epistemology is hermeneutic (Gadamer, 2006) in nature and related to constructivist ontology (Arthur *et al*, 2012).

These concerns shaped Vygotsky's thinking about the nature of sociocultural constructivism and psychoanalysis and he considered that synthesis of the different paradigms are incompatible with maintaining the true nature and integrity of each. Vygotsky (1927) dismissed heterogeneity as an attempt to respond to a question raised by one paradigm with an answer from another. This research took a somewhat different view, although acknowledging discrepancies remained, as was noted above.

This study acknowledges that synthesising aspects of the two paradigms and moving from one to the other, for this research cannot be complete, as there remained discordance in many aspects of nomothetic psychodynamic and ideographic constructivist thinking, which remained a basic distinction.

Vygotskyian sociocultural constructivist theories assumes that all people construct their own interpretations in learning and psychodynamic theories assume a rule-based structure in the sense that there are definite concepts applied and stages through which the individual develops and to which regresses. On the surface it seemed the two paradigms are incompatible, even though Vygotsky tried to understand psychology within constructivist thinking.

What I have learned was perhaps that there were elements of each paradigm that could be developed alongside each other successfully, some of which I have highlighted in the research. This is the metaphorical understanding of the process of my standing on the outside (externally), looking at the students' data and using the constructivist lens to think what has been going on in process and then step back again inside and make interpretations through a psychodynamic lens. This of course has resonance with and is informed by the Vygotskyian concept of reflecting intermentally and intramentally. Much useful material emerged as a result of the aspects that have been used in the lenses and still there remained the integrity of the two paradigms.

The research has located and utilised those parts of the two paradigms which, although they considered different domains, did overlap and did not suffer from the contradictions of nomothetic and ideological thinking.

In application to my work, as I implied above, what my supervisors have encouraged me to do is to stand outside psychodynamic counselling training and use an external lens to look at what was going on in psychodynamic training courses. I had to be careful not to restrict my perspective to solely psychodynamic thinking, as this limitation could have provided a barrier for me to see the greater picture of using elements of constructivist thinking with psychodynamic teaching. An example of this was how I saw students being contained by tutors and looked at how the tutor scaffolded learning and how this informed students' thinking about learning or meta-cognition.

Considering the dynamic interplay between process and content, through the two-paradigm lenses, was a major contribution to knowledge of this research. Supervisory input has, in a constructivist sense, enabled me to reflect intramentally and understand that utilising elements from the two paradigms is best envisaged as holding both lenses at the same time, going from one to the other, as well as applying each to the other. The dynamic application of this internal and external reflection, from a detailed understanding of psychodynamic and constructivist thinking, is what made this research original and provided original findings from which implications, as described below, were drawn.

I have found no previous studies combining elements of the two paradigms, nor have I been able to find other research that has explored details of students' views of their learning and the importance to their learning on psychodynamic counselling courses. As there is no evidence of previous research that has been identified, the issue of the student's voice became a focus. When considering how studying students' understanding of what

facilitated their learning, contributed to knowledge, we could consider the implications for future training of the amalgamation and use of elements of the two paradigms.

I believe this research has confirmed the efficacy of considering psychodynamic training through a constructivist lens, while accepting that constructivist and positivistic thinking are two opposite poles of ontological discussions.

Implications

Below I have set out my reflections from three perspectives, as researcher, tutor and personally:

Researcher

My greatest frustration, as well as my greatest strength, was to be self-motivated and self-reliant (Reeve & Jang, 2006). For much of the time I studied, researched and wrote as a single researcher, albeit with substantial supervisory support. I missed the impromptu exchange of ideas attainable from peers (found so beneficial in research by Rosen *et al*, 1977 and Bell & Mladenovic, 2008). I had extremely helpful, challenging and supportive supervision throughout the period of my study and many of my ideas and interpretations arose because of supervisory input. I have also relied on the resource of easily accessed journal articles and other publications.

I learned much from my pilot study, both for my research as well as in the wider domain of research in general, not least to allow regular breaks to cater for tiredness. I was reminded of the counsellor's need for ensuring adequate balanced supervision in which the three functions (formative, restorative and normative (as described by Ladany *et al*, 1999; BACP, 2002; Moncayo, 2006; Riess & Herman, 2008)) were, or should be, provided and indeed part of the

supervisory function monitored and encouraged provision of suitable breaks. This was relevant, for this and any other research I undertake in the future. I took this learning forward and ensured that the pace of interview and other research work was manageable and ably supported, leaving time for my reflection and restoration. This is important to me as a person, to me as a counsellor and to me as a researcher, being better able to apply myself to the task, if I nurtured myself adequately (Winnicott, 1965; Bowlby, 1971; Bee, 2000).

Perhaps the one recurring thought, as a researcher, is my internal dialogue (Vygotsky, 1986) about subjectivity (Miller & Thelen, 1986). I was aware that my own thoughts, the way 'I am' and the way I have been trained, form a personal lens through which I saw and analysed data. I understood that, as a single researcher, I was influenced by my personal lens. I did seek a sense of trustworthiness and transparency in the way I handled students' material, so I maintained integrity in representing what the participant students said, as well as their intentions of what they meant to say.

My 'person as a researcher' has been ever-present, thus subjectivity could be acknowledged and used as a strength. Acknowledging that my own lens brought both richness and integrity (Guntrip, 1971) to the research, I have accepted that there can be no true objectivity. Throughout the research I have addressed this dilemma, rationalised and explained my thoughts, in reflecting on my skills as a counsellor. I am accustomed to containing (Borbely, 2009) clients' anxiety and maintaining a professional stance of abstinence of sharing my own material (Bridges, 2001; Manning, 2005) and, as a researcher, I attempted to focus on the participant's agenda without introducing my personal material. This counsellor abstinence was a central tenet of the psychodynamic approach. I understood the dichotomy between sharing personal material in the counselling dyad and applying a personal lens to research participant material. As a researcher I intended to apply my

understandings within a framework that assumed the application of my personal lens by allowing psychodynamic boundaries (Bridges, 1999) to have a containing and enabling effect on the systematic qualitative analysis of data.

What I am doing, as a researcher, is to be respectful of the students' material and considered it as belonging to the individual student and was material to be treasured (Viederman, 1999). I then applied my lens when analysing the data elicited during the research. I believed this to be an ethical approach (BACP, 2004), within which I intended to interpret the material in a way which retained its integrity.

I acknowledged that the data was presented in my personal way as a researcher. I believed that the spirit behind the way that I acted as a researcher was ethical, which for me was important. I believe this personal lens enriched the qualitative findings of the research as well as the experiences of the students I tutored. This added colour and depth to my work as a researcher and helped me to illuminate meanings from the analysed data. I believe this is a strength of my research.

I have refined my views as a researcher through the course of the study. I have moved from a quantitative or positivistic approach to that of a qualitative researcher. I have imported the qualities of belief in the self-efficacy of the respondent and was congruent from my work as a psychotherapist. I applied judgements, without being judgmental, in my interpretation of the data. I believe this to be part of the art of a qualitative researcher which included transparency in my judgements. This has facilitated my movement from a philosophy of a positivistic, scientific approach to an approach which elucidated data through enquiry, which I have adopted in analysing and reflecting on data. I have moved from an initial starting point in which I wanted to 'prove' the existence of facilitating factors, from a quantitative approach, to a phenomenological approach in which the perception of the

student became what was important. Additionally, I understood that material collected in this research is more suited to qualitative analysis. This is part of my development, as researcher, when understanding and applying the lens of the constructivist paradigm to psychodynamic training.

I have moved from a belief that the nature of reality could be counted and objectivised, to an understanding that other people's reality was understood as that which was constructed, that which was dynamic and changing; this was a 'flow of consciousness' (Vygotsky, 1986). This had resonance with my work as a psychodynamic therapist, working with my clients' unconscious material.

My learning was to grapple with a means of handling this material with sensitivity and an understanding that it belonged to the other person. I stayed respectful to students and their material, with personal integrity and appreciation of ethics being absolutely essential to the task. The other challenge for me was how to put a framework around the 'flow of consciousness' (Vygotsky, 1986) material, so I could deconstruct and analyse it. This, for me as a researcher, was a huge challenge and one that I faced in my attempts to undertake this study, encouraged by my supervisors. I have moved my position from the analysis of reified material, as if that represented reality, to an analysis of personal living dynamic, 'flow of consciousness' material as being the way I have carried out my research.

I have tracked through substantial amounts of material, some of which I have not used. One of my many learnings as a researcher is to be discerning about what material to include and what to omit. Each decision I made as to what to include was thought out and considered in depth, before I made the conclusion. In making these decisions, I appreciated there is a loss. There are other possible paths I might have followed and I have chosen not to do so. I remain cognisant that material that I rejected might have been chosen by other

researchers and could have produced learning and understanding as well as being the subject of further research. This has been indeed highlighted as one of the implications of my research (see below). This conclusion and subsequent selection is what has made this research original.

I have learned, as a researcher, to filter and make choices when reflecting on data, bearing in mind the need to keep true to the meaning, as well as to content. My contemporaneous notes reflected on my thoughts and feelings engendered through the course of data collection and subsequent reflections. Reviewing my contemporaneous notes, I noted that I have changed from my initial desire to prove that students knew about what they thought facilitated their learning, to discovering, with me, what were these factors, some of which only emerged into consciousness as a result of the interviews and subsequent reflections and analysis. This process is helpful and beneficial in clarifying thinking of the participants as well. A positive consequence of this work is that the student participants clarified their own thinking as to what facilitated their learning, as active participants in the construction of their own learning, which has the potential to enhance their learning experience.

Countertransference

A particular example of researcher countertransference can be found in the following extract from students' interviews. When responding about how her tutor encouraged her, the student (Y2B) (see page 95) explained '[...she would sit and listen and encourage and tell you how well you had been doing and talk about areas of struggle or areas in which you may be interested in reading she thought I may have...](#)' At the time my contemporaneous notes record that my countertransference included the frightening (for me) thoughts 'does she expect me to be in the role of a tutor?' 'Can I live up to this encouraging tutor?' 'How could I be as encouraging as her tutor?' Being careful consciously not to act-out my countertransference, I posed the intervention

‘...tell me about how she encourages or discourages you...’ The Year 2 student responded ‘...I don’t think it’s really fair to say she didn’t encourage me...she didn’t say to me ‘you would be the best counsellor in the world’... I turned forty this year and she said ‘counsellors are normally about forty-plus’ and ‘you are in the right age group to be an effective counsellor’...’ Hearing this affirmation, which seemed to have a positive effect on the student, she rationalised ‘...yes, the right age, she did encourage me, she did because she would say things like ‘you have a great deal of empathy and a great deal of attunement to people’...’ As I reflect on my unconscious processes, I wondered if she was trying to please me in my other role of tutor, was this how she saw me at that moment? Was my follow-up question influenced by my countertransference in the role of tutor? Was I looking for confirmations that tutors (and therefore me) are encouraging because this is what I believe? Did my gentle inclusion of ‘discouragement’ test a boundary that I hoped would be rejected? I felt pride in my colleague’s ability to encourage this student and happy to be somehow connected with the perceived successes in this student-tutor relationship. Reflecting intramentally, I identified both with the ‘successful’ tutor and also with the ‘happy’ student, remembering my own student days and warm feelings towards a particular tutor of mine. My learning here is confirmation of the dangers of working out countertransferential feelings with both students (and clients) as well as the need to contain my own expectations and assumptions.

Tutor

I have reflected also on my learnings from this research, as a tutor on psychodynamic courses and remembered the importance, to students, of constructing their own learning. However I was still left with the knowledge that, when I created two-paradigm lenses through which to view and analyse data, I have used myself reflexively and my own innate and learned ways of being played a substantial part in my findings as well as how ‘I was’ as a

researcher and tutor. I believe this enriched the qualitative findings of the research as well as the experiences of the students I tutored.

My overriding learning has been about how students' individual learning processes are different. Prior to the study, I understood the diverse nature of students, including their backgrounds, their experiences and their different stages of personal development. As I reflected on my learning during this research project, through dialogue with students on the interpersonal plane, I understood what this individual learning process meant for each of the students and how each constructed her own learning.

My learning has been perhaps less about what students individually brought to the courses I tutored and more about the manner and rate over time at which they applied what they brought. It is recognising the importance to the individual of the process of how students constructed their learning as being as important as the content of learning. It is this understanding which has been highlighted for me as a result of reflection.

With this understanding, the practice and skill of mentalisation incorporating operating in the other's world-view (Fonagy *et al*, 2002), which in constructivist terms is understood as the tutor scaffolding access to sedimented knowledge by the student, within the student's world-view. As a result of this constructivist understanding, mentalisation became more manageable for me as a psychodynamic tutor and a continuing ability to see students' problems from their perspective has been kept well in my mind for the future.

Finally, the implications for me as a tutor included using sociocultural constructivist thinking to enable my students to understand their development and learning processes. This has been more fully described in the postscript to this thesis.

Personal

I have struggled sometimes to keep a work-life-study balance. Perhaps the message for me was not to undertake study at advanced level concurrent with the taxing roles of tutor and counsellor. In prioritising my study I have had to discard some personal interests, I understand but regret the need to make such sacrifice.

Personally I have gained much from this work. I have not only deepened my knowledge. This work gave me a sense of satisfaction, which I have not gained elsewhere. I have proved to myself that I had the commitment and dedication necessary to tackle this challenge. I found this rewarding.

Implications of the research

Some particular implications from the research, for Higher Education establishments undertaking or planning counselling training included, when designing psychodynamic courses and course activities, how it is essential to encourage students to offer their perceptions of what worked and did not work. The advantage of being able to incorporate students' views, at this time, is clearly demonstrated in this research. The opportunities for the student to express opinions also presented openings for the tutor, as the more experienced other, to scaffold new learning in the ZPD. The role of the tutor has particular significance for students' learning and therefore it is essential for tutor training to include a sense of the unconscious (Collie, 2008), which could be modelled for students at this formative stage of their chosen careers (Cabaniss, 1999; Grier-Reid & Skaar, 2010).

Students moved through stages and could regress. In all themes established in this thesis, there is clear evidence that students had different achievements and needs through the different course stages, not just of learning factual content but also understandable from the perspective of psychodynamic

theories and concepts. It is essential for tutors to recognise and understand the process of unconscious defences and be able and prepared to work with students during problematic times. These defences might include self-sabotage (Metzl, 2010), that is repeating behaviours which were learned through reliance on unconscious defences and power-sharing, giving and receiving, which is symptomatic of progression-regression repetition (Shabad, 1993).

Overall, there are five particular foci that emerged as a result of this research into eight students' perceptions of factors that facilitated learning, including data from my contemporaneous notes. Care is taken not to suggest generalised implications from a limited number (eight) of student participants' responses and reflections. However there are messages contained in the research that are repeated time and again, by student interviewees, in an effort to convey what they considered is important for their learning. It was on this basis that specific implications are drawn.

Firstly, it is important that universities continue to provide counselling training. Students reported they needed expert knowledge of the more informed experienced 'other'. Students stated that the skills and qualities of the tutor had considerable bearing on how they (students) experienced learning. It was clear from students' narratives that what they required was a tutor who had extensive clinical experience and who was able to work in transference and with other concepts of the psychodynamic approach to counselling, whilst teaching the approach. This research strongly validates and supports the thinking that the implication is that this work could only be done by a tutor who is an experienced qualified psychodynamic practitioner and who had undergone training at an undergraduate or postgraduate level.

The rigours, both academic and experiential, found in Higher Education, equipped students for deep thought and reflection needed in preparation for

the onerous responsibility of working with the many different problems and levels of public clients. The attributes of undergraduate and postgraduate students are found in the QAA Framework⁴⁸, which particularly highlighted the capacity to present and evaluate critically arguments, to interpret qualitative and quantitative data and to accept the responsibility and take the initiative for autonomous learning. Further attributes included the ability to communicate arguments and analysis both to peers and a wider specialist and general audience.

Secondly, teaching psychodynamic counselling skills remained problematic for a number of reasons, not least that tutor modelling could militate against creativity in that students understood what was modelled was the ‘right way’ to use counselling skills and generally behave in the counselling dyad. This is countered by the tutor who understood and practised the constructivist approach, that is encouraged students to construct their own learning from examples she modelled and from elsewhere. The assumption that there is only one way ‘to be’ as a counsellor must remain a subject for on-going discussion between the tutors and students.

Thirdly, there is an ethical issue concerning tutoring on counselling courses. Self-determination, self-motivation and self-responsibility are highly valued in the belief that students have the right and are to be encouraged by tutors in their drive towards autonomy in learning. Yet the rigours of academic study, assessment of counselling skills learned and integrated and general assessment of assignments presented a paradox in terms of levels of performance and being self-determinant in the vocational field. The balance between student independence, autonomy and creativity and course criteria has to be monitored constantly.

⁴⁸ The framework for higher education qualifications in England, Wales and Northern Ireland (August 2008).

Fourthly, a further implication from the research is the benefit gained from students expressing themselves so that tutors could scaffold new learning. This was a substantial and important implication, touched on throughout the thesis.

The final implication I drew from this research, could be found in qualitative analysis. The very nature of emerging themes has been restricted to students' words and analysis of data is therefore limited to the narratives themselves, alongside interpretations and reflections. Each illuminated theme has the potential to be studied in substantial depth and could be taken forward as the subject of further research.

Other contributions

The research showed that what these students wanted and required was a very sophisticated and highly-informed level of teaching when studying counselling. Students studying psychodynamic counselling reported they required the tutor to be an experienced psychodynamic practitioner, highly skilful in being able to work with the unconscious. Much importance was placed by students, in the learning relationship (Youell, 2006), on the tutor's ability not only to present and model skills but also 'to be' psychodynamic in actions and interactions.

The research supported the importance for counselling training to be firmly seated within Higher Education (Middlehurst, 2001; Anderson *et al*, 2003; Ramsden, 2003), with its emphasis on rigorous and deep level of analysis, a hallmark of University study. This level of analysis and study could only be maintained by finely attuned tutors, who themselves were experienced practitioners able to pick up on subtle cues, contain the students and themselves and know to where students have developed personally. If self is a process that required other, use of self is a concept that influenced clinical

theory of tutoring as well as psychodynamic psychotherapy and in the case of person-centred therapy, is the very nature of practice (Rogers, 2004).

Additionally, the helping professions (including social work practice and training) have imported the definition of self as process in interaction to clinical work (Arnd-Caddigan & Pozzuto, 2008). The notion that self is created in interaction has been well-founded in a number of theoretical systems and was originally developed by Vygotsky. The constructivist psychologists as well as relational therapists have supported this definition of self for many years.

It seemed from research interviews undertaken, the balance of support and challenge offered by the tutor is experienced by students as both facilitating and inhibiting. Use of self (by the tutor) thus became an important part of the tutor-student relationship and it is in this relationship that the teaching alliance is formed. Some considerable thought and preparation by the tutor for relationship with students is therefore recommended as being in students' best interests in enabling them to experience beneficially their learning journey.

As noted above, I have not been able to locate previous research on students' views of facilitating factors for learning the psychodynamic approach to counselling. Understanding students' views through this study has the potential to add to knowledge and contribute to a greater understanding of the subjective dimension of learning. The importance of gaining students' perceptions is addressed above (Chapter 1, see from page 40) and indeed has been a main focus of the study. One of the benefits of a positive experience in learning is that student receptiveness and motivation has been enhanced (Ramsden, 2003), which in itself is likely to lead to improved learning outcomes (Moulding, 2010).

In exploring psychodynamic counselling students' perceptions and experiences of learning in a Higher Education four-year course, this research has highlighted some potentially important features of tutoring that might help to enhance student engagement and learning. It is in the context where intramental thinking could be positively supported by the tutor, enabling the student to assess and evaluate her strengths. Perhaps more significantly, the findings suggested that not only is an individual teaching strategy important to students' perceptions of factors that facilitated their learning but also the relationship with the tutor played a very significant part in the students' construction of knowledge⁴⁹ on psychodynamic counselling courses.

Qualitative analysis of students' interview data aided further illumination of these factors, with course design integrating content that was relevant to personal and private lives and tutor enthusiasm highlighted by many students as having been most beneficial to their learning. Generally, student-centred emphasis seemed more supportive to learning than tutor-directed course delivery, however also noted is the early students' reported needs to be metaphorically 'fed' by a didactic mode of delivery.

This research suggested that interplay between and use of different types of teaching strategies (Entwistle, 1988) enhanced the students' learning experiences, which was especially important where learning involved personal development and a greater understanding of self (Beisser, 1970; Ginsburg-Block et al, 2006; Daniels et al, 2007; Mackey, 2008). This matching of tutoring strategies to facilitating factors, which could be understood from students' perceptions, must remain part of the foci of teaching counselling courses within the psychodynamic or psychoanalytic disciplines.

⁴⁹ As acknowledged by many educators

Summary

From the interview data and reflections clearly some emphasis is placed on the relationship with the tutor, whether this is close or distant. Additionally there is an appreciation of how external factors impinged on the learning experience and getting this right, that is so they did not negatively affect the learning process, remained a priority for the tutor. Thus, the general drive towards student autonomy (Furlong, 2003; Johnson & Spector, 2007) has been seen as a preferable goal of the tutor, as well as being appreciated by students, although some awareness emerged of the rate autonomy is achieved, as some students stated they wanted a period of nurturing and metaphorical feeding by way of feedback and tutor engagement.

This study showed the importance of congruence between what is being taught and what is being modelled, especially the tutor's ability to work in transference (Høglend *et al*, 2000; Heller & Northcut, 2002), whilst this concept is being introduced. In this connection, students' home lives and past experiences (O'Carroll, 1997; Tylin, 2004; Ratelle *et al*, 2005) are reported to have a marked influence on performance and expectation, so an appreciation of these aspects seemed to be important for students.

Students from all four stages of the course highlighted the importance of the relationship with the tutor to their learning and this emerged as a clear over-arching theme throughout the study. However many students stated they had little idea why this should be the case, other than meeting the basic needs, which included being metaphorically 'fed' information (Christopher *et al*, 1992; Waska, 1999). It was my experience that at the start of the course, the main way students learned tended to be from assimilated material from tutors. To some extent this depended on students' prior knowledge and understanding, as well as their self-confidence in their ability to learn and self-efficacy to become cathartic (Grand 2002, Osborne *et al*, 2004) counsellors. It is interesting in this study to see the depth of importance

interviewed students placed on this relationship, for example whether students showed this relationship to be the main factor, or equally so with peer relationships, or even simply as one of the main factors.

In conclusion, analysis revealed the importance of seeking students' opinions when designing psychodynamic training courses. Students are in a social state when they engaged in studying counselling and recognition is given '...to the unequal distribution of power between those who teach and those who are taught...' (Mann, 2000:315). It is in understanding this power imbalance (Ernest, 2006) that underlined the importance of seeking students' views. Some of the imbalance could be understood in terms of transference.

Student relationships with the tutor confirmed the enactment of transference, in which thoughts, feelings and experiences with significant others re-emerged in encounters with the tutor. Evidence emerged that relationships with the tutor, established on the course, reminded students of their past. Research (Berk & Andersen, 2000) provided direct, empirical evidence that transference in a teaching or modelling relationship, with learning scaffolded by the more experienced other, did occur, supported by their findings that '...transference is thus fundamental to understanding the...(construction)... of relationship knowledge within current interpersonal experience....' (Berk & Andersen, 2000: 559).

Postscript

As a direct result of this research, as a tutor, I now apply elements of constructivist thinking to psychodynamic counselling training in that I encourage students to construct their own learning through their world-view; I understand their dynamic movement from learning intermentally to reflecting on the higher plane intramentally then back to the intermental plane and I appreciate this to be iterative process; I take the position of the more informed other and scaffold knowledge in the ZPD in which students construct their own learning from their own viewpoints; I work with 'sense' and 'meaning' of words for students, understanding that one sublimates to the other, with 'sense' predominating; I encourage intramental 'inner speech', with students developing thoughts often based on sociocultural influences; whilst recognising the part concept-formation has in learning and the systematicity of psychodynamic thinking, I encourage spontaneous learning; I understand that students could use mediated memory, found in higher levels of mental functioning. Generally I find this different approach encourages students to be creative, to develop ideologically within their own world-views.

As a further result of this research I was also able to consider constructivist thinking through a psychodynamic lens. I understand the process of intramental thinking from the perspective of ability to reflect, so important to a psychodynamic counsellor and client (paralleled by tutor and student). The psychodynamic counselling skill of linking with the past helps understand learning from the more informed other. Imagery and creativity help to describe intramental thinking. Working with unconscious defence mechanisms assists understanding sociocultural influences of the student. Projective identification and the phenomena of transference and countertransference inform about scaffolding learning in the ZPD.

To apply the lens of elements of constructivist thinking to psychodynamic learning and *vice versa*, that is elements of psychodynamic thinking to constructivist learning, is, I believe, unique. That I successfully incorporate these lenses into my teaching psychodynamic counselling as work-in-progress, begins to provide evidence of the efficacy of such a framework and has the prospect, in the future, to inform research interested in establishing a theory for teaching and learning psychodynamic counselling.

Reference List

- Abadzi, H. (2004) 'Education for all or just the smartest poor?' *Prospects*, 34(3), pp. 271-289
- Ainsworth, M. D. (1979) Infant-mother attachment, *Journal of American Psychologist*, 34, pp. 932-937
- Ainsworth, M. D. (1989) Attachments beyond infancy, *Journal of American Psychologist* 44, pp. 709-716
- Aldridge, S. and Rigby S. (eds.) (2001) *Counselling Skills in Context*, London: Hodder and Stoughton
- Allagia, R. and Millington, G. (2008) Male Child Sexual Abuse: A Phenomenology of Betrayal, *Journal of Clinical Social Work* 36, pp. 265-275
- Almshawah, S. (2009) Is George Kelly's constructs system (loosening-tightening) related to his perspective in psychotherapy? *Arab Journal of Psychiatry*, 20 (1), pp. 66-77.
- Anderson, E. S., Lennox, A. I. and Petersen, S. A. (2003) Learning from lives: a model for health and social care education in the wider community context, *Journal of Medical Education*, 37, pp. 59-68
- Androutsopoulou, A. (2001) The Self-Characterization as a Narrative Tool: Applications in Therapy with Individuals and Families, *Journal of Family Process*, 40(1), pp. 79-94.
- Angus, L and Kagan, F. (2007) Empathic Relational Bonds and Personal Agency in Psychotherapy: Implications for Psychotherapy Supervision, Practice and Research, *Journal of Psychotherapy: Theory, Research, Practice, Training*, 44(4), pp. 371-377
- Arnd-Caddigan, M and Pozzuto, R. (2008) Use of Self in Relational Clinical Social Work, *Clinical Social Work Journal*, 36: pp. 235-243
- Arthur, J. A., Waring, M., Coe, R. and Hedges, L. (2012) *Research Methods and Methodologies in Education*, London, Sage
- Asensio, M. (2000) *Choosing NVivo to support phenomenographic research in networked learning*, Proceedings of a symposium conducted at the meeting of the *Second International on Networked Learning*, Lancaster, England, cited in Ozkan, B. K. (2004) Using NVivo to Analyze Qualitative Classroom Data on Constructivist Learning Environments, *The Qualitative Report*, 9 (4), pp. 589-603
- Askell-Williams, H. and Lawson, M. J. (2005) Students' knowledge about the value of discussions for teaching and learning, *Social Psychology of Education* 8, pp. 83-115
- Attwood, A. (2010) 'The learning relationship: Psychoanalytic thinking in education', *Journal of Psychodynamic Practice* 16(1), pp. 119-122
- Ayala, N. A. and Hinojos, A. (2005) 'Transference and relationship: Technical Implications in the psychoanalytic process with a borderline patient', *International Forum of Psychoanalysis* 14(1), pp. 36-44
- Bachelor, A. and Salamé, R. (2000) Participants' perceptions of dimensions of the therapeutic alliance over the course of therapy, *Journal of Psychotherapy Practice and Research* 9, pp. 39-53.
- Back, K. W. and Gergen, K. J. (1963) *Idea Orientation and Ingratiation in the Interview: a Dynamic Model of Response Bias*; Technical Report #13, (Proceedings of Social Statistics Section), pp. 1-15.
- BACP, (2002) *Ethical Framework, Rugby*, British Association for Counselling and Psychotherapy, Rugby, UK: British Association for Counselling and Psychotherapy
- BACP, (2004) *Ethical Guidelines for Researching Counselling and Psychotherapy*, (author Professor Tim Bond) Rugby, UK: British Association for Counselling and Psychotherapy.

- BACP (2013) *Accreditation of Training Courses*, Revised 5th edition, Lutterworth, Leicestershire: British Association for Counselling & Psychotherapy.
- Badcock, C. (1988) *Essential Freud*, Oxford, Blackwell.
- Bailey, B. and Unwin, L. (2008) Fostering habits of reflection, independent study and free inquiry: an analysis of the short-lived phenomenon of General/Liberal Studies in English vocational education and training, *Journal of Vocational Education and Training* 60(1), pp. 61-74
- Bailey, J. (2008) First steps in qualitative data analysis: transcribing, *Journal of Family Practice* 25), pp. 127-131
- Barbará, E. (2003) Gender Schemas: Configuration and Activation Processes, *Canadian Journal of Behavioural Science* 35(3), pp. 176-184.
- Barnett, R. (1997) *Higher education: A critical business*, Buckingham, UK, Society for Research in Higher Education/Open University Press.
- Barrett, L. F. and Bliss-Moreau, E. (2009) She's Emotional, He's having a Bad Day: Attributional Explanations for Emotion Stereotypes, *Emotion* 9(5), pp. 649-658
- Bartholomew, K. and Horowitz, L. M. (1991) Attachment styles among young adults: A test of a four category model, *Journal of Personality and Social Psychology* 2, pp. 226-244.
- Basch, M. F. (1980) *Doing Psychotherapy*, New York: Basic Books.
- Basch, M. F. (1983) Empathic understanding: a review of the concept and some theoretical considerations, *Journal of the American Psychoanalytic Association* 32), pp. 101-126.
- Bateman, A. and Fonagy, P. (2006) *Mentalisation-based Treatment for Borderline Personality Disorder*, London: OUP
- Beisser, A. (1970) *Paradoxical Theory of Change*, London: Harper Colophon
- Bell, A. and Mladenovic, R. (2008) The benefits of peer observation of teaching for tutor development, *Journal of Higher Education* 55, pp. 735-752
- Bennett, C. (2001) Genres of Research in Multicultural Education, *Review of Educational Research* 71(2), pp. 171- 217.
- Benvenuti, P., Valoriani, V., Guerrini Degl'Innocenti, B., Favini, I., Hipwell, A. and Pazzagli, A. (2001) Postnatal depression and the impact on infant-carer attachment strategies: a case report, *Achieve of Women's Mental Health* 3, pp. 155-164
- BERA, (2011) *Ethical Guidelines for Educational Research*, London: British Educational Research Association
- Bereiter, C. (1994) 'Implication of Postmodernism for Science Education: A Critique', *Educational Psychologist* 29(1), pp. 3-12.
- Berger, C. and Calabrese, R. (1975) Some explorations in initial interaction and beyond: Toward a developmental theory of interpersonal communication, *Journal of Human Communication Research* 1, pp. 99-112.
- Berk, M. S and Andersen S. M. (2000) The Impact of Past Relationships on Interpersonal Behaviour: Behavioral Confirmation in the Social-Cognitive Process of Transference, *Journal of Personality and Social Psychology* 79(4), 546-562
- Berne, E. (1967) *Games People Play*, London: Penguin
- Bierman, K. L., Cole, J. D., Dodge, K. A., Greenberg, M. T., Lochman, J. E. and McMahon, R. J. (2010) The Effects of a Multiyear Universal Social-Emotional Learning Program: The Role of Student and School Characteristics, *Journal of Consulting and Clinical Psychology* 78(2), pp. 156-168
- Billett, S. (1996) The role of vocational educators in developing workplace curriculum, *Australian Vocational Education Review* 3, pp. 29-35.

- Billig, S., Jesse, D. and Grimley, M. (2008) Philadelphia project finds positive student effects, insights on teaching, *Character Education Project Evaluation Findings E-Newsletter* 3(1), pp. 1-2
- Binder, J. L. (1999) Issues in Teaching and Learning Time-Limited Psychodynamic Psychotherapy, *Clinical Psychology Review* 196, pp. 705-719
- Bion, W. R. (1961) *Experiences in Groups and Other Papers*, London: Brunner-Routledge
- Birditt, K. S., Rott, L. M. and Fingerman, K. L. (2009) 'If You Can't Say Something Nice, Don't Say Anything at All': Coping with Interpersonal Tensions in the Parent-Child Relationship during Adulthood, *Journal of Family Psychology* 23(6), pp. 769-778
- Blatt, S. J and Luyten. P. (2009) A structural–developmental psychodynamic approach to psychopathology: Two polarities of experience across the life span, *Journal of Development and Psychopathology*, 21, pp. 793–814
- Blumenfeld, P. C., Krajcik, J. S., Marx, R. W. and Soloway, E. (1994) Lessons learned: A collaborative model for helping teachers learn project-based instruction, *Elementary School Journal* 94, pp. 539-551
- Boag, S. (2010) Repression, Suppression and Conscious Awareness, *Psychoanalytic Psychology* 27(2), pp. 164-181.
- Bodrova, E. and Leong, D. J. (2001) *Tools of the Mind: A Case Study of Implementing the Vygotskyian Approach in American Early Childhood and Primary Classrooms*, Switzerland: International Bureau of Education
- Bodrova, E. and Leong, D. J. (1996) *Tools of the mind: The Vygotskyian approach to early childhood education*, Englewood Cliffs, New Jersey, USA: Merrill/Prentice Hall.
- Boler, M. (1999) *Feeling power: Emotions and education*, London: Routledge.
- Bond, T. (2000) *Standards and Ethics for Counselling in Action* (2nd edition) London: Sage
- Bondi, L. (2006) Is counselling a feminist practice? *GeoJournal* 65: pp. 339-348
- Bonomi, M. D. (2004) Trauma and the symbolic function of the mind, *International Forum of Psychoanalysis* 13(1), pp. 45-50
- Borbely, A. F. (2009) 'The Centrality of Metaphor and Metonymy in Psychoanalytic Theory and Practice', *Psychoanalytic Inquiry* 29 (1), pp. 58-68.
- Boreham, N. (2002) Work process knowledge in technological and organizational development in Boreham, N., Samurçay, R. and Fischer, M. (eds.) (2002) *Work process knowledge*, London: Routledge, cited in Grangeat, M. and Gray, P. (2007) Factors influencing teachers' professional competence development, *Journal of Vocational Education and Training*, 59(4), pp. 485-501
- Borys, D. S. and Pope, K. S. (1989) Dual Relationships between Therapist and Client: A National Study of Psychologists, Psychiatrists and Social Workers, *Journal of Professional Psychology: Research and Practice*, 20(5), pp. 283-293
- Bouchard, P. and J. C. St-Amant. (1996) *Garçons et filles: Stéréotypes et réussite scolaire* [Boys and girls: Stereotypes and school performance]. Montréal: Éditions du Remue-Ménage, cited in Moreau, M-P. (2011) 'The societal construction of 'boys' underachievement' in educational policies: a cross-national comparison', *Journal of Education Policy* 26(2), pp. 161-180
- Boud, D. (1995) *Enhancing Learning through Self-Assessment*, Abingdon, Oxfordshire: Routledge Falmer
- Bowlby, J. (1971) *Attachment and Loss: 1: Attachment*, London: Penguin
- Bowlby, J. (1980) *Attachment and Loss 3: Loss, sadness and depression*, New York: Basic Books.
- Bowlby, J. (1988) *A Secure Base: Clinical Applications of Attachment*, London: Routledge

- Bram, A. D. (1997) Perceptions of Psychotherapy and Psychotherapists: Implications from a Study of Undergraduates, *Journal of Professional Psychology, Research and Practice* 28(2), pp. 170-178
- Brandwein, D. and Finger, D. (2009) A Relational Psychodynamic Approach to School Psychology Counselling Practicum, *Journal of Psychologist-Psychoanalyst*, (Spring 2009), pp. 14-15.
- Bresloff, V. I. (2003) *Stability and perturbation in counselling training: a case study*, unpublished Doctoral Thesis, University of Leeds, UK
- Bretherton, I. (1992) The Origins of Attachment Theory: John Bowlby and Mary Ainsworth, *Journal of Developmental Psychology* 28, pp. 759-775
- Bridges, N. A. (1999) Psychodynamic Perspective on Therapeutic Boundaries: Creative Clinical Possibilities, *Journal of Psychotherapy Practice and Research* 8, pp. 292-300
- Bridges, N. A. (2001) Therapist's self-disclosure: Expanding the comfort zone. *Journal of Psychotherapy* 38(1), pp. 21-30.
- Brinich, P. and Shelley, C. (2002) *The Self and Personality Structure*, Buckingham: Open University Press
- Bruer, J. T. (1996) Education and the Brain: A bridge too far, *Journal of Educational Researcher* 26(8), pp. 4-16.
- Bruner, J. (1986) *Actual Minds, Possible Worlds*, Cambridge, Mass., USA: Harvard
- Bruner, J. (1990) *Acts of Meaning*, Cambridge, Mass., USA: Harvard cited in Wearmouth, J. (2002) Exploring the 'problem space' in special educational provision in mainstream schools', unpublished PhD thesis, Milton Keynes: Open University.
- Bull, S. and McCalla, G. (2002) Modelling cognitive style in a peer help network, *Journal of Instructional Science* 30), pp. 497-528,
- Burton, A. (1964) Beyond the Transference, *Journal of Psychotherapy: Theory, Research and Practice* 1(2), pp. 49-53.
- Busch, F. N. (ed.) (2008) *Mentalization: Theoretical Considerations, Research Findings and Clinical Implications*, Chapter 4, 'On the origins of reflective Functioning', Howard Steele and Miriam Steele, New York: Analytic Press.
- Butt, T. (2006) A Review of: 'Studies in Meaning 2: Bridging the Personal and Social in Constructivist Psychology', *Journal of Constructivist Psychology* 19(1), pp. 91-96
- Cabaniss, D. L. (1999) How to Think Like an Analyst: A Model for Teaching Psychotherapy, *Journal of Psychotherapy Practice and Research* 8(3), pp. 198-200
- Callan, J. E. and Obegi, J. H. (2008) *Relevance of Attachment Theory and Research to the Practice of Psychodynamic Psychotherapy: Training the Next Generation of Clinicians*, American Psychological Association 2008 Convention Presentation, Topics: 8.9.2 dynamic/psychoanalytic: 8 Clinical/Counselling/ Consulting
- Cartney, P. and A. Rouse. (2006) The emotional impact of learning in small groups: Highlighting the impact on student progression and development, *Journal of Teaching in Higher Education* 11(1), pp. 79-91
- Casement, P. (1985) *On Learning from the Patient*, London: Routledge
- Chiari, G. and Nuzzo, M. L. (2003) Kelly's philosophy of constructive alternativism, Cited in *International Handbook of Personal Construct Psychology*, Fransella, F. (Ed.): New York, NY, US, John Wiley and Sons Ltd), pp. 41-49. [Chapter]
- Christensen, A. and Heavey, C. L. (1993) Gender differences in marital conflict: The demand/withdraw inter-action pattern, cited in S. Oskamp and M. Costanzo (eds.) *Gender issues in contemporary society* Thousand Oaks, CA: Sage, (pp. 113-141)

- Christensen, A. and Heavey, C. L. (1990) Gender and social structure in the demand/withdraw pattern of marital conflict, *Journal of Personality and Social Psychology* 59, pp. 73-81.
- Christopher, J. C. and Maris, J. A. (2010) 'Integrating mindfulness as self-care into counselling and psychotherapy training', *Counselling and Psychotherapy Research* 10(2), pp. 114-125
- Christopher, J. C., Bickard, M. C. and Lambeth, G. S. (1992) Splitting Kernberg: A critique of Otto Kernberg's notion of splitting, *Journal of Psychotherapy* 29(3), pp. 481-485
- Church, E. (1994) The Role of Autonomy in Adolescent Psychotherapy, *Journal of Psychotherapy* 31(1), pp. 101-108
- Collie, A. (2008) 'Consciously Working at the Unconscious Level: Psychodynamic theory in action in a training environment', *Social Work Practice* 22(3), pp. 345 -358
- Colvin, J. W. (2007) 'Peer tutoring and social dynamics in higher education', mentoring and tutoring, *Partnership in Learning* 15(2), pp. 165-181
- Cooper, M. (2008) *Essential Research Findings in Counselling and Psychotherapy: The Facts are Friendly*, London: Sage
- Coren, A. (2010) 'Engaging with difference?' *Journal of Psychodynamic Practice* 16(2), pp. 125 -129
- Cozolino, L. (2006) *The neuroscience of human relationships: Attachment and the developing social brain*, New York: Norton
- Cresci, M. B. (2010) Renewal and Transition, *Journal of Psychologist-Psychoanalyst*, (Spring 2010), (2), pp. 1-59
- Crits-Christopher, P., Barber J. P. and Kurcias, J. S. (2005) The accuracy of therapists' interpretations and the development of the therapeutic alliance, *Journal of Psychotherapy Research* 3, pp. 25-35
- Crowder, J. E. (1972) Relationship between Therapist and Client: Interpersonal Behaviours and Psychotherapy Outcome, *Journal of Counselling Psychology* 19(1), pp. 68-75
- Cutler, J. L., Goldyne, A., Markowitz, J. C., Devlin, M. J. and Glick, R. A. (2004) Comparing Cognitive Behavior Therapy, Interpersonal Psychotherapy, and Psychodynamic Psychotherapy, *American Journal of Psychiatry* 161(9), pp. 1567-1573
- Dalzell, A., Bonsmann, C., Erskine, D., Kefalogianni, M., Keogh, K. and Maniorou, K. (2010) 'Gliding across the liminal space between counsellor and counselling researcher: Using collective biography practices in the teaching of counselling research methodologies', *Counselling and Psychotherapy Research* 10(2), pp. 126-38
- Daniels, H. (2001) *Vygotsky and Pedagogy*, London: Routledge
- Daniels, H. (2005) *An Introduction to Vygotsky*, London: Routledge
- Daniels, H., Cole, M. and Wertsch, J. V. (eds.) (2007) *The Cambridge Companion to Vygotsky*, Cambridge: Cambridge University Press
- Davidson, H. H. and Lang, G. (1960) Children's perception of their teachers' feelings toward them related to self-perception, school achievement and behaviour, *Journal of Education* 29, pp. 107-118, cited in Payne, D. A. and Farquhar, W. W. (1962) The Dimensions of an Objective Measure of Academic Self-Concept, *Journal of Educational Psychology* 53(4), pp. 187-192
- Davies, P. and Williams J. (2001) For me or not for me: fragility and risk in mature students' decision making, *Journal of Higher Education Quarterly*, 55(2), pp. 185-203
- Davis, J. T. (2002) Countertransference temptation and the use of self-disclosure by psychotherapists in training: A discussion for beginning psychotherapists and their supervisors, *Journal of Psychoanalytic Psychology* 19(3), pp. 435-454

- Deci, E. L and Ryan, R. M. (1985) *Intrinsic motivation and self-determination in human behaviour*, New York: Plenum Press, cited in Reeve, J and Jang, H, (2006) What Teachers Say and Do to Support Students' Autonomy during a Learning Activity, *Journal of Educational Psychology* 98(1), 209-218
- DeFife, J. (2009) Efficacy of Psychotherapy, *Psychologist-Psychoanalyst*, (Summer, 2009), pp. 16-17
- Delmonte, M. M. (1987) Eclectic psychotherapy and constructive alternativism, *International Journal of Psychosomatics* 34(3), pp. 14-16.
- Denietolis, B. and Miller, S. A. (2008) Responding to Resistance: Psychodynamic Thought and Practice in Professional Psychology, American Psychological Association 2008 Convention Presentation.
- Denzin, K. and Lincoln, Y. S. (eds.) (1994) *Handbook of Qualitative Research*, London: Sage.
- deRivera, J. and Sarbin, T. R. (eds.) (1998) *Believed-In Imaginings: The Narrative Construction of Reality, The Social Construction of Truth*, Washington: American Psychological Association, pp. 144-150
- Despland, J-N., de Roten, Y., Desoars, J., Stigler, M and Perry, J. C. (2001) Contribution of Patient Defence Mechanisms and Therapist Interventions to the Development of Early Therapeutic Alliance in a Brief Psychodynamic Investigation, *Journal of Psychotherapy Practice Research* 10(3), pp. 155-164
- di Riso, D., Salcuni, S., Laghezza, L., Marogna. C. and Lis, A. (2009) Assessing Changes in Psychoanalytic Psychodynamic Therapy with an Early Adolescent, *Rorschachiana* 30, pp. 150-179
- Dingfelder, S. F. (2005) Boosting implicit self-esteem through video games, *Research Roundup*, (Article), pp. 12-14
- Dingfelder, S .F. (2006) Whispers as weapons: gossip can be a potent tool for forging alliances and ostracizing others, *Monitor on Psychology*, (Article), pp. 62-63
- Dochy, F., Segers, M., Van Den Bossche, P. and Struyven, K. (2005) Students' perceptions of a problem-based learning environment, *Learning Environments Research* 8, pp. 41-66
- Dodge, B. (1998) *WebQuests: A strategy for scaffolding higher level learning*, Unpublished paper, June 22-24, presented at the National Educational Computing Conference, San Diego, CA, USA
- Doehrmann, M. G. (1976) Parallel process in supervision and psychotherapy, *Bulletin of the Menninger Clinic* 40, pp. 9-104.
- Downing, D. and Kavanaugh, P. B. (2008) Reflections on the Two Person Relationship of Those Who Study and Teach Psychoanalysis, *Being and Becoming*, (25th Spring Meeting), pp. 39-53.
- Eagle, M. N. (2008) *Contemporary Psychodynamic Theory and Practice: Toward a Critical Pluralism*, by William Borden, Chicago: Lyceum Books, *Psychologist-Psychoanalyst*, (Fall, 2008), pp. 58-59.
- Eells, T. D. (2001) Attachment Theory and Psychotherapy Research, *Journal of Psychotherapy Practice Research* 10(2), pp. 132-135
- Egan, G. (1994) *The Skilled Helper: A Systematic Approach to Effective Helping* (5th. Ed.) , Pacific Grove, California: Brooks/Cole
- Eisner, E. W. (1998) *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*, Upper Saddle River, NJ, USA: Prentice-Hall, cited in Ozkan, B. K. (2004) Using NVivo to Analyze Qualitative Classroom Data on Constructivist Learning Environments, *The Qualitative Report*, 9(4), pp. 589-603

- Elicker, J. D., Snell, A. F. and O'Malley, A. L. (2010) 'Do Student Perceptions of Diversity Emphasis Relate to Perceived Learning of Psychology?' *Journal of Teaching of Psychology* 37(1), pp. 36-40
- Elliot, A. J. (1999) Approach and avoidance motivation and achievement goals, *Journal of Educational Psychologist* 34, pp. 169-189
- Elliott, J. (1993) *Action research for educational change*, Milton Keynes: Open University Press
- Emerson, J., Bertoch, M. R. and Checketts, K. T. (1994) Transactions analysis ego state functioning: Psychological distress and client change, *Journal of Psychotherapy* 31(1), pp. 109-113
- Engel, M. (1965) Thesis-Antithesis: Reflections on the Education of Researchers in Psychology, *American Psychologist*, pp. 781-787
- Entwistle, N. (1988) 'Motivational factors in students' approaches to learning', in Schmeck, R. R. (ed.) *Learning Strategies and Learning Styles, Perspectives on Individual Differences*, New York and London: Plenum Press, pp. 21-52.
- Eppler, M. A. and Harju, B. L. (1997) Achievement motivation goals in relation to academic performance in traditional and non-traditional college students, *Research in Higher Education* 38(5), pp. 557-573
- Erdelyi, M. H. (1992) Psychodynamics and the Unconscious, *Journal of the American Psychologist* 47(6), pp. 784-787
- Ernest, P. (2006) Reflections on Theories of Learning, *ZDM* 38(1), pp. 1-5
- Erikson E. (1950, 1965) *Childhood and Society*, London: Penguin
- Erikson E. (1980) *Identity and the Life Cycle*, London: Faber
- Etherington, K. (2001) Research with ex-clients: a celebration and extension of the therapeutic process, *British Journal of Guidance and Counselling* 29(1), pp. 5-19
- Etherington, K. (2004) *Becoming a Reflexive Researcher, Using Our Selves in Research*, London: Jessica Kingsley Publishers
- Fairbairn W. R. D. (1944) Endo-psychic structure considered in terms of object-relationships, *International Journal of Psychoanalysis* 25, pp. 70-92.
- Fauth, J. and Williams, N.W. (2005) The In-Session Self-Awareness of Therapist-Trainees: Hindering or Helpful? *Journal of Counselling Psychology* 52(3), pp. 443-447
- Feeney, B. C. and Thrush, R. L. (2010) Relationship Influences on Exploration in Adulthood: The Characteristics and Function of a Secure Base, *Journal of Personality and Social Psychology* 98(1), pp. 57-76
- Ferenczi, S. (1926) *The problem of acceptance of unpleasant ideas: Advances in knowledge of the sense of reality*, cited in Ferenczi, S (1994) *Further Contributions to the theory and technique of psycho-analysis*, London: Karnac Books: pp. 366-379
- Ferenczi, S. (1927) *Further Contributions to the theory and technique of psycho-analysis*, New York: Boni and Liveright
- Ferenczi, S. (1988) *The clinical diary of Sándor Ferenczi*, (ed. J. Dupont) Cambridge, MA, USA: Harvard University Press
- Fertig, M. (2003) *Managing Tutorial Provision in Further Education*: Paper presented at Annual Conference of the British Educational Research Association
- Fetterman, D. R. (1998) *Ethnography: Applied Social Research*, Series 17, London: Sage
- Folkes-Skinner, J., Elliot, R and Wheeler, S. (2010) 'A baptism of fire': A qualitative investigation of a trainee counsellor's experience at the start of training', *Journal of Counselling and Psychotherapy Research* 10(2), pp. 83-92

- Fonagy, P. (1991) Thinking about thinking: Some clinical and theoretical considerations in the treatment of a borderline patient, *International Journal of Psychoanalysis* 72, pp. 639-656
- Fonagy, P. (2001) *Attachment Theory and Psychoanalysis*, London: Karnac
- Fonagy, P., Gergely, G., Jurist, E., and Target, M. (2002) *Affect regulation, mentalization and the development of the self*, New York: Other Press.
- Freedberg, S. (1989) 'Self-determination: Historical Perspectives and Effects on Current Practice', *Journal of Social Work* 34(1), pp. 33- 38
- Freeman, D. (1993) Renaming Experience/Reconstructing Practice: developing new understandings of teaching, *Teaching and Teacher Education*, 9, pp. 485-497, cited in Menon, M. E. (2002) The mission of universities and the vocational paradigm: an investigation of students' perceptions, *Journal of Vocational Education and Training* 54(4), pp. 515-532
- Freud, S. (1905) *Fragment of an analysis of a case of Hysteria*, Standard Edition 7
- Freud, S. (1915) *Observations on transference-love: further recommendations on the technique of psycho-analysis*, cited in Strachey, J. (ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, Vol. 12, London: Hogarth Press
- Freud, S. (1922) *Beyond the Pleasure Principle*, London: Penguin
- Freud, S. (1931) *The Interpretation of Dreams*, Translation of 3rd. edition, London: Macmillan
- Freud, S. (1949) *An Outline of Psychoanalysis*, London: Hogarth.
- Freud, S. (1963) *Introductory lectures on psychoanalysis* (1916-1917), cited in J. Strachey (ed.) Standard edition of the complete psychological works of Sigmund Freud (s 15 and 16) London: Hogarth Press.
- Freud, S. (1973a) 'Anxiety and Instinctual Life', In the Pelican Freud Library. Volume 2: New Introductory Lectures on Psychoanalysis. Harmondsworth: Pelican.
- Freud, S. (1973b) 'The Dissection of Psychical Reality'. In the Pelican Freud Library, Volume 2: New Introductory Lectures on Psychoanalysis. Harmondsworth: Pelican.
- Freud, S. (1984a) 'The Ego and the Id'. In The Pelican Freud Library, Vol. 11: On Metapsychology: The Theory of Psycho analysis. Harmondsworth: Pelican.
- Freud, S. (1984b) 'Mourning and Melancholia'. In The Pelican Freud Library. Vol. 11: On Metapsychology: The Theory of Psychoanalysis, Harmondsworth: Pelican.
- Freud, S. (1984c) 'On Narcissism'. In The Pelican Freud Library, Vol. 11: On Metapsychology: The Theory of Psychoanalysis. Harmondsworth: Pelican
- Freud, S. (1985a) 'Group Psychology and the Analysis of the Ego'. In The Pelican Freud Library, Vol. 12: Civilisation Society and Religion. Harmondsworth: Pelican
- Freud, S. (1985b) 'Obsessive Actions and Religious Practices': 'Group Psychology and the Analysis of the Ego'. In The Pelican Freud Library, Vol. 13: The Origins of Religion. Harmondsworth: Pelican.
- Friedrich, J. and Douglass, D. (1998) Ethics and persuasive enterprise of teaching psychology, *American Psychologist* 55(5), pp. 549-562
- Frosch, A. (2002) Transference Psychic Reality and Material Reality, *Journal of Psychoanalytic Psychology* 19(4), pp. 603-633
- Frush, S. (1991) *Identity Crisis: Modernity, Psychoanalysis and the Self*, London: Routledge.
- Furlong, M. A. (2003) Self-Determination and a Critical Perspective in Casework: Promoting a Balance between Interdependence and Autonomy, *Qualitative Social Work* 2: p 177
- Fyrenius A., Wirell S. and Silén, C. (2007) Student approaches to achieving understanding: approaches to learning revisited, *Studies in Higher Education* 32(2), pp. 149 -165

- Gadamer, H-G. (1976) *On the scope and function of the hermeneutical reflection*, cited in: Linge, D. (ed.), *Philosophical Hermeneutics Gadamer*, Berkeley: University of California Press, cited in Rose, T., Loewenthal, D. and Greenwood, D. (2005) 'Counselling and psychotherapy as a form of learning: some implications for practice', *British Journal of Guidance and Counselling* 33: 4), pp. 441-456
- Gadamer, H-G. (2006) *Truth and Method*, London: Continuum
- Gardner, L. D. and Lane, H. (2010) Exploring the personal tutor-student relationship: an autoethnographic approach, *Journal of Psychiatric and Mental Health Nursing* 17, pp. 342-347
- Gavin, H. (2008) *Understanding Research Methods and Statistics in Psychology*, London, Sage
- Gelso, C. J. and Hayes, J. A. (1998) *The psychotherapy relationship: Theory, research and practice*, New York: Wiley cited in Fauth, J. and Williams, N.W. (2005) The In-Session Self-Awareness of Therapist-Trainees: Hindering or Helpful? *Journal of Counseling Psychology* 52(3), pp. 443-447
- Gerhardt, S. (2004) *Why Love Matters: How Affection Shapes a Baby's Brain*, London: Routledge.
- Gibbs, G., Lucas, L. and Simonite, V. (1996) Class size and student performance 1984-1994. *Studies in Higher Education* 21(3), 261-273.
- Gilbert, P. (2010) *The Compassionate Mind*, London: Constable.
- Gill, R. (2011) *Theory and Practice of Leadership*, 3rd edition, London: Sage
- Ginsburg-Block, M. D., Rohrbeck, C. A. and Fantuzzo, J. W. (2006) A Meta-Analytic Review of Social, Self-Concept and Behavioural Outcomes of Peer-Assisted Learning, *Journal of Educational Psychology* 98(4), pp. 732-749
- Gleick, J. (2000) *Faster: The acceleration of just about everything*, New York: Vintage
- Glucksman, M. L. (2001) The Dream: A Psychodynamically Informative Instrument, *Journal of Psychotherapy Practice and Research* 10, pp. 223-230
- Goodman, P. (1951) *Novelty, excitement and growth*, cited in F. Perls, R. Hefferline and P. Goodman (eds.) *Gestalt Therapy*, London: Souvenir Press
- Gorden, R. I. (1980) *Interview strategy techniques and tactics*, Homewood, USA: Dorsey, cited in Onwuegbuzie, A. J. Leech, N. L. and Collins, K. M. T. (2010) Innovative Data Collection Strategies in Qualitative Research, *The Qualitative Report*, 15(3), pp. 696-726
- Gottman, J. M. (1996) *What predicts divorce? The measures*, Mahwah, NJ: Erlbaum, cited in Mitnick, D. M., Heyman, R. E., Malik, J., Smith-Slep A. M. (2009) The Differential Association between Change Request Qualities and Resistance, Problem Resolution and Relationship Satisfaction, *Journal of Family Psychology* 23(4), pp. 464-473
- Grafanaki, S. (1996) How research can change the researcher: the need for sensitivity, flexibility and ethical boundaries in conducting qualitative research in counselling and psychotherapy. *British Journal of Guidance and Counselling*, 24, pp. 329-388, cited in Etherington, K. (2001) Research with ex-clients: a celebration and extension of the therapeutic process, *British Journal of Guidance and Counselling* 29(1), pp. 5-19
- Grand, S. (2002) Action in the Psychoanalytic Situation: Reflections on Its Relation to Internal and External Reality, *Psychoanalytic Psychology* 19(2), pp. 254-280
- Grangeat, M. and Gray, P. (2007) Factors influencing teachers' professional competence development, *Journal of Vocational Education and Training* 59(4), pp. 485-501
- Gray, A. (2000) *An Introduction to the Therapeutic Frame*, Hove: Brunner-Routledge.
- Gray, P. (1990) The nature of therapeutic action in psychoanalysis, *Journal of the American Psychoanalytic Association* 41, pp. 1083-1097

- Green, J. A. (2006) *A Coat of Many Colours: An exploration of the personal and professional development process of eight women teachers of counselling*, unpublished EdD thesis, Kings College London
- Gregor, C. and Smith, H. (2009) 'I'm not a performing monkey': reflections on the emotional experience of developing a collaborative training initiative between service users and lecturer, *Journal of Social Work Practice* 23(1), 21-34
- Gregurek, R. (2007) Internal and External Boundaries of Supervision, *The Group Analytic Society* 40(2), pp. 167-177
- Grier-Reid, T. L. and Skaar, N. R. (2010) An Outcome Study of Career Decision Self-Efficacy and Indecision in an Undergraduate Constructivist Career Course, *The Career Development Quarterly* 59, pp. 42-53.
- Groth, B. I. and Glevoll, S. (2007) Teaching Note: A new use for practitioners in teaching negotiation, *Negotiation Journal*, pp. 173-184
- Guzzetta, J. D. (2005) *From widgets to wireless: A theoretical look at the social, behavioral and health implications of a changing workplace environment in the face of advanced technology*, unpublished Master's Thesis, University of California, Irvine, School of Social Ecology, Department of Planning, Policy and Design.
- Halliday, M. A. K. (1993) Towards a Language-Based Theory of Learning, *Journal of Linguistics and Education* 5, pp. 93-116
- Hammersley, M. (2003) Recent radical criticism of interview studies: Any implications for the sociology of education? *British Journal of Sociology of Education* 24, pp. 119-126
- Hare, D. J., Searson, R. and Knowles, R. (2010) Real listening: using personal construct assessment with people with intellectual disabilities: two case studies, *British Journal of Learning Disabilities* 39, pp. 190-197: Blackwell Publishing Ltd
- Harkin, J. (1998) Constructs used by vocational students in England to evaluate their teachers, *Journal of Vocational Education and Training* 50(3), pp. 339-353
- Harris, B. (2008) 'Befriending the two-headed monster: personal, social and emotional development in schools in challenging times', *British Journal of Guidance and Counselling* 36(4), pp. 367-383
- Harris, T. A. (2004) *I'm OK, You're OK*, London: Cape/Pan
- Harter, J. K., Schmidt, F. L. and Hayes, T. L. (2002) Business-unit-level relationship between employee satisfaction, employee engagement and business outcomes: A meta-analysis, *Journal of Applied Psychology* 87, pp. 268-279 cited in Roseth, C. J., Johnson D. W. and Johnson R. T. (2008) Promoting early adolescents' achievement and peer relationships: the effects of cooperative, competitive and individualistic goal structures, *Psychological Bulletin* 134(2), pp. 223-246
- Haynes, S. N., Richard, D. C. S. and Kubany, E. S. (1995) Content Validity in Psychological Assessment: A Functional Approach to Concepts and Methods, *Psychological Assessment* 7(3), pp. 238-247
- Heilman, M. E. and Blader, S. L. (2001) Assuming Preferential Selection When the Admissions Policy Is Unknown: The Effects of Gender Rarity, *Journal of Applied Psychology* 86(2), pp. 188-193
- Heilman, M. E. (1992) *Affirmative action: Some unintended consequences for working women*, cited in B. Staw and L. Cummings (eds.) (1992) *Research in Organizational Behaviour*, Greenwich, CT: JAI Press, pp. 269-298
- Heilman, M. E., Battle, W. S., Keller, C. E. and Lee, R. A. (1998) Type of affirmative action policy: A determinant of reactions to sex-based preferential selection? *Journal of Applied Psychology* 83, pp. 190-205

- Heilman, M. E., Block, C. J. and Lucas, J. A. (1992) Presumed incompetent: Stigmatization and affirmative action efforts, *Journal of Applied Psychology* 77, 536-544.
- Heilman, M. E., Lucas, J. A. and Kaplow, S. R. (1990) Self-Derogating Consequences of Sex-Based Preferential Selection: The Moderating Role of initial Self-Confidence, *Organizational Behaviour and Human Decision Processes* 46, pp. 202-216
- Helle, L., Tynjala, P. and Olkinuora, E. (2006) Project-based learning in post-secondary education, theory, practice and rubber sling shots, *Journal of Higher Education* 51, pp. 287-314
- Heller, N. R. and Northcut, T. B. (2002) 'Constructivism: A meeting ground for evolving psychodynamic and cognitive-behavioural practice?' *Smith College Studies in Social Work* 72(2), pp. 197-215
- Henderson, C. E., Cawyer, C. S. and Watkins, C. E. (1999) A Comparison of Student and Supervisor Perceptions of Effective Practicum Supervision, *Journal of the Clinical Supervisor* 18(1), pp. 47-74
- Heron, J. (1999) *The Complete Facilitator's Handbook*. London: Kogan Page
- Hey, V. (2002) Horizontal solidarities and molten capitalism: the subject, inter-subjectivity, self and the other in late modernity, *Discourse, Studies in the Cultural Politics of Education* 23(2), pp. 227-241, cited in Leathwood, C. (2006) Gender, equity and the discourse of the independent learner in higher education, *Higher Education Journal* 52, pp. 611-633
- Heyman, R. E. (2001) Observation of couple conflicts: Clinical assessment applications, stubborn truths and shaky foundations, *Journal of Psychological Assessment*, 13, 5-35, cited in Mitnick, D. M., Heyman, R. E., Malik, J., Smith-Slep A. M. (2009) The Differential Association between Change Request Qualities and Resistance, Problem Resolution and Relationship Satisfaction, *Journal of Family Psychology* 23(4), pp. 464-473
- Heyman, R. E., Malik, J. and Smith-Slep, A. M. (2009) The Differential Association between Change Request Qualities and Resistance, Problem Resolution and Relationship Satisfaction, *Journal of Family Psychology* 23(4), pp. 464-473
- Hinshelwood, R. D. (1991) *A Dictionary of Kleinian Thought*, London: Free Association Books.
- Hirsch, I. (2008) *Coasting in the Countertransference: Conflicts of Self Interest between Analyst and Patient*, New York: The Analytic Press, pp. 60-65
- Høgland, P. (1999) Psychotherapy Research: New Findings and Implications for Training and Practice, *Journal of Psychotherapy Practice and Research* 8(4), pp. 257-263
- Høgland, P., Bøgwald, K-P., Amlo, S., Heyerdahal, O., Sørbye, O., Marble, A., Sjaastad, M. C. and Bentsen, H. (2000) Assessment of Change in Dynamic Psychotherapy, *Journal of Psychotherapy Practical Research* 9(4) (Fall, 2000), pp. 190-199
- Holmes, J. (1993) *John Bowlby and Attachment Theory (Makers of Modern Psychotherapy)*, London: Taylor and Francis
- Holroyd, A. E. M. (2007) Interpretive Hermeneutic Phenomenology: Clarifying Understanding, *Indo-Pacific Journal of Phenomenology* 7(2), pp. 1-13
- Honey, M. and Botterill, D. (1999) Mature students in danger: an evaluation of the survival of older hospitality management undergraduates in the UK, *International Journal of Hospitality Management* 18), pp. 3-15
- Jackson, M. (2008) *Distracted: The erosion of attention and the coming Dark Age*, Amherst, NY: Prometheus Books
- Jacobs, M. (1998) *Presenting Past: Core of Psychodynamic Counselling and Therapy*, London: Sage Publications

- Jacobs, M. (2002) 'That psychotherapy and counselling trainings should be based in universities', *European Journal of Psychotherapy and Counselling* 5(4), pp. 347-358
- James, P. and Coleman, J. (1998) But will the teacher like it: cultures of competency-based training and the development of proficiency, *Journal of Vocational Education and Training* 50(3), pp. 403-424
- Janzen, J., Fitzpatrick M. and Drapeau M. (2008) Processes Involved in Client-Nominated Relationship Building Incidents: Client Attachment, Attachment to Therapist and Session Impact, *Journal of Psychotherapy Theory, Research, Practice, Training* 45(3), pp. 377-390.
- Jenkins, P. (1997) *Counselling, Psychotherapy and the Law*, London: Sage
- Jennings, L. and Skovholt, T. M. (1999) The cognitive, emotional and relational characteristics of master therapists. *Journal of Counseling Psychology* 46, pp. 3-11
cited in Fauth, J. and Williams, N.W. (2005) The In-Session Self-Awareness of Therapist-Trainees: Hindering or Helpful? *Journal of Counseling Psychology* 52(3), pp. 443-447.
- Johnson, H. M. and Spector, P. E. (2007) Service with a smile: Do emotional intelligence, gender and autonomy moderate the emotional labor process? *Journal of Occupational Health Psychology* 12(4), pp. 19-333
- Johnston, S. H. and Farber, B. A. (1996) The maintenance of boundaries in psychotherapeutic practice, *Journal of Psychotherapy* 33, pp. 391-402
- Jones, R. A., Mirsalimi, H., Conroy, J. S., Horne-Moyer, H. L., Burrill, C. (2008) The Teaching Alliance Inventory: Evaluating the student-instructor relationship in clinical and counselling psychology training, *Counselling Psychology Quarterly* 21(3), pp. 223-235
- Jung, C. G. (1969) *The Archetypes and the Collective Unconscious*, Vol. 9, USA: Princetown University Press
- Jung, C. G. (1991) *The Archetypes and the Collective Unconscious* (Collected Works of C. G. Jung) London: Routledge
- Kahn, M. (2002) *Basic Freud*, New York: Basic Books
- Kankkunen, M. (2001) Concept Mapping and Peirce's Semiotic Paradigm Meet in the Classroom Environment, *Learning Environments Research* 4: pp. 287-324.
- Karpov, Y. V. (2003) *Vygotsky's Doctrine of Scientific Concepts: Its Role for Contemporary Education*, Chapter 3), pp. 65-82, cited in Kozulin, K., Gindis, B., Ageyev, S and Miller, S. M. (eds.) (2003/2007) *Vygotsky's Educational Theory in Cultural Context*, UK: Cambridge University Press
- Karpov, Y. V. (2006) *Neo-Vygotskyian Activity Theory: Merging Vygotsky's and Piaget's Theories of Cognitive Development in Frontiers in Cognitive Psychology*, Chapter 2, pp. 31-52, Vanchevsky M. A. (ed.), New York: Nova Science Publishers
- Kaschak, M. P. and Glenberg, A. M. (2004) The construction needs learned, *Journal of Experimental Psychology* 133(3), pp. 450-467
- Kaufman, J. C. and Davis, C. D. (2009) *Linguistic Predictors of Creativity*, American Psychological Association 2009 Convention Presentation
- Kelly, G. A. (1955) *The psychology of personal constructs*, 2 volumes, New York: Norton
- Kember, D. and Wong A. (2000) Implications for evaluation from a study of students' perceptions of good and poor teaching, *Higher Education* 40, pp. 69-97
- Kernberg, O. (1980) *Internal World and External Reality*, New York: Jason Aronson
- Kernberg, O. (1990) 'Identity and Objects Relations Theory', Chapter 2, pp. 40-49, in S. Strack (editor) *Handbook of Personology and Psychopathology*, New Jersey, USA, Wiley

- Kerry, T. and Tollitt-Evans, J. (1992) *Teaching in Further Education*, Oxford: Blackwell
- Kim, Y. and Baylor A. L. (2006) A social-cognitive framework for pedagogical agents as learning companions, *ETR and D* 54(6), pp. 569-596
- Kistyakovskaya, M. Y. (1965) Stimuli that elicit positive emotions in infants, *Voprosy Psichologii* 2, pp. 129-140
- Klein, M. (1935) A contribution to the psychogenesis of manic-depressive states. *International Journal of Psychoanalysis* 16, pp. 145-174
- Klein, M. (1940) Mourning and its relation to manic-depressive states, *International Journal of Psychoanalysis* 21, pp. 125-153
- Klein, M. (1946) Notes on some schizoid mechanisms. *International Journal of Psychoanalysis* 27, pp. 99-110
- Klein, M. (1971) 'On identification', in *New Directions in Psychoanalysis*, M. Klein, P. Heimann and R. Money-Kyrle (eds.), London: Tavistock, pp. 309-345
- Knapp, S. and Slattery, J. M. (2004) Professional Boundaries in Non-traditional Settings, *Journal of Professional Psychology: Research and Practice* 35(5), pp. 553-558
- Kohut, H. (1971) *The Analysis of Self: A Systematic Approach to the Psychoanalytic Treatment of Narcissistic Personality Disorders*, USA: University of Chicago Press
- Kolb, D. A. (1984) *Experiential Learning: Experience as a Source of Development*, New Jersey, USA: Prentice-Hall Inc.
- Könings, K. D., Brand-Gruwel, S., van Merriënboer, J. J. G. and Broers, N. J. (2008) Does a New Learning Environment Come Up to Students' Expectations? A Longitudinal Study, *Journal of Educational Psychology* 100(3), pp. 535-548
- Kozulin, K., Gindis, B., Ageyev, S. and Miller, S. M. (eds.) (2003/2007) *Vygotsky's Educational Theory in Cultural Context*, UK: Cambridge University Press
- Ladany, N., Ellis, M. V. and Friedlander, M. L. (1999) The supervisory working alliance, trainee self-efficacy and satisfaction, *Journal of Counselling and Development* 77, pp. 447-455
- Lago, C. (2006) *Race, Culture and Counselling*, 2nd edition, Maidenhead: OU Press
- Lane, R., Reiman E. M., Ahern G. L., Schwartz, G. E. and Davidson, R. J. (1997) 'Neuroanatomical correlates of happiness, sadness and disgust', *American Journal of Psychiatry* 154, pp. 926-933
- Lapour, A. S. and Heppner, M. J. (2009) Social Class Privilege and Adolescent Women's Perceived Career Options, *Journal of Counselling Psychology* 56(4), pp. 477-494
- Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation (Learning in Doing: Social, Cognitive and Computational Perspectives)*, UK: Cambridge University Press
- Lazarev, V. S. (2001) Crisis "Dejtel'nostnogo Podkhoda" v Psikhologii i Vozmozhnye Puti ego Preodolenija [The crisis of the theory of activity and the ways of its overcoming, *Voprosy Filosofii* 3, pp. 10-28.
- Leathwood, C. (2006) Gender, equity and the discourse of the independent learner in higher education, *Higher Education Journal* 52, pp. 611-633
- Lee, C. D. and Smagorinsky, P. (2000) *Vygotskian Perspectives on Literacy Research: Constructing Meaning through Collaborative Inquiry*, UK: Cambridge University Press
- Lemma, A., Target, M. and Fonagy, P. (2011), *Brief dynamic interpersonal therapy*, UK: Oxford University Press
- Little, M. (1951) Countertransference and the patient's response to it, *International Journal of Psychoanalysis*, 32, pp. 32-40, cited in Frosch, A. (2002) Transference Psychic

- Reality and Material Reality, *Journal of Psychoanalytic Psychology* 19(4), pp. 603-633
- Loewenthal, D. and Snell, R. (2006) 'The learning community, the trainee and the leader', *European Journal of Psychotherapy and Counselling* 8(1), pp. 61-77
- Lopez, F. G. (2001) Adult Attachment Orientations, Self-Other Boundary Regulation and Splitting Tendencies in a College Sample, *Journal of Counselling Psychology* 48(4), pp. 440-446
- Lopez, F. G. (1995) Contemporary attachment theory: An introduction with implications for counselling psychology, *The Counselling Psychologist* 23, pp. 395-415
- Louchakova, O. (2004) *Institute of Transpersonal Psychology Training of the Researcher's Mind for Successful Qualitative Research*, American Psychological Association Convention Presentation.
- Luck, C. (2010) 'Challenges faced by tutors in Higher Education', *Journal of Psychodynamic Practice* 16(3), pp. 273-287
- Lupaschuk, D. and Yewchuck, C. (1998) Student perceptions of gender roles: Implications for counsellors, *International Journal for the Advancement of Counselling* 20, pp. 301-318
- Mackey, R. A. (2008) Toward an Integration of Ideas about the Self for the Practice of Clinical Social Work, *Journal of Clinical Social Work* 36, pp. 225-234
- MacLellan, E. and Soden, R. (2007) Facilitating self-regulation in higher education through self-report, *Learning Environments Research* 9, pp. 95-110
- Malan, D. H. (1995) *Individual Psychotherapy and the Science of Psychodynamics*, 2nd. edition, Oxford: Butterworth Heineman
- Malan, D. H. and Osimo, F. (1992) '*Psychodynamics, Training and Outcome in Brief Psychotherapy*', London: Butterworth Heinemann
- Mann, S. J. (2000) The student's experience of reading, *Journal of Higher Education* 39, pp. 297-317
- Manning, E. A. (2005) Wrestling with vulnerability: Countertransference disclosure and the training therapist, *Psychotherapy Bulletin* 40(3), pp. 5-11
- Mansager, E. (2014) Classical Adlerian Depth Psychotherapy: The Congruence of a Theory, *Journal of Individual Psychology*, Vol. 70(4), pp. 270-275
- Markovitz, J., Svartberg, M. and Swartz, H. (1998) Is IPT Time-Limited Psychodynamic Psychotherapy? *The Journal of Psychotherapy Practice and Research* 7, pp. 185-195
- Maslow, A. H. (1954) *Motivation and Personality*, New York, USA: Harper
- Masson, J. (1984) '*The Assault on Truth: Freud's Suppression of the Seduction Theory*', New York: Pocket Books
- Masson, J. (1988) '*Against therapy: emotional tyranny and the myth of psychological healing*', New York: Atheneum
- Mathie, V. A. (2002) Building Academic Partnerships in Psychology: The Psychology Partnership Project, *Journal of the American Psychologist*, November Edition), pp. 915-926
- McAdams, D. P. and Olson, B. D. (2010) Personality Development: Continuity and Change Over the Life Course, *Annual Review of Psychology* 61, pp. 17-542
- McAteer, M. and Dewhurst, J. (2010) 'Just thinking about stuff': reflective learning: 'Jane's story', *Journal of Reflective Practice* 11(1), pp. 3-43
- McCarthy, J. (2004) The Skills, Training and Qualifications of Guidance Workers, *International Journal for Educational and Vocational Guidance* 4, pp. 159-178
- McCarthy, J. (2004a) Primitive anxiety and Countertransference engagement, *Journal of Psychoanalytic Psychology* 21(4), pp. 618-621

- McLeod, J. (1998) *Doing Counselling Research*, London: Sage
- McLeod, J. (1999) *Practitioner Research in Counselling*, London: Sage
- McLeod, J. (2001) *Qualitative Research in Counselling and Psychotherapy*, London: Sage.
- McLeod, J. (2007) *Counselling Skills*, Maidenhead: OU Press
- McWilliams, S. A. (2004) *Constructive alternativism and the self*, in: *Studies in meaning 2: Bridging the personal and social in constructivist psychology*, cited in Raskin, J. D. and Bridges, S. K. (eds.), NY, US: Pace University Press, 2004, pp. 291-309 [Chapter]
- Mearns, D. and Thorne, B. (2007) *Person Centred Counselling in Action*, 3rd edition, London: Sage
- Menon, M. E. (2002), 'The mission of universities and the vocational paradigm: an investigation of students' perceptions', *Journal of Vocational Education and Training* 54(4), pp. 515-532
- Metzl, M. N. (2010) Review of 'The Self-Sabotage Cycle', *Journal Psychologist-Psychoanalyst* 30(2), pp. 44-46
- Mezirow, J. (2000) *Learning as Transformation: Critical Perspectives on a Theory in Progress (Higher Education)*, San Francisco: Jossey-Bass Inc.
- Middlehurst, R. (2001) Essay: University challenges: Borderless Higher Education, Today and Tomorrow, *Minerva* 39, pp. 3-26.
- Miller, C. B. (2007) Empathy, social psychology and global helping traits, *Springer Science and Business Media*, pp. 1-29
- Miller, D. J. and Thelen, M. H. (1986) Knowledge and Beliefs about Confidentiality in Psychotherapy, *Journal of Professional Psychology: Research and Practice* 17(1), pp. 15-19
- Mills, J. (2006) Reflections on the Death Drive, *Journal of Psychoanalytic Psychology* 23(2), pp. 373-382
- Mishler, E. (1986) *Research Interviewing, Context and Narrative*, Cambridge MA: Harvard University Press.
- Mitchell, S. A. and Black, M. J. (1995) *Freud and Beyond: A History of Modern Psychoanalytic Thought*, New York: Basic Books
- Mitchell, S. A. and Greenberg, J. T. (1983) *Object Relations in Psychoanalytic Theory*, Cambridge, MA., USA: Harvard University Press
- Moldawsky, S. (1980) *Psychoanalytic psychotherapy supervision*, cited in A. K. Hess (ed.) (1990) *Psychotherapy supervision: Theory, research and practice*, New York: Wiley
- Moncayo, R. (2006) Lacanian Perspectives on Psychoanalytic Supervision, *Journal of Psychoanalytic Psychology* 23(3), pp. 527-541
- Moon, J. (2006) *A handbook of reflective and experiential learning: Theory and practice*, London and New York: Routledge
- Moreau, M-P. (2011) 'The societal construction of 'boys' underachievement' in educational policies: a cross-national comparison', *Journal of Education Policy* 26(2), pp. 161-180
- Moreno, R., Ozogul, G. and Reisslein, M. (2011) Teaching with Concrete and Abstract Visual Representations: Effects on Students' Problem Solving, Problem Representations and Learning Perceptions, *Journal of Educational Psychology* 103(1), pp. 32-47
- Moulding, N. T. (2010) 'Intelligent design: student perceptions of teaching and learning in large social work classes', *Journal of Higher Education Research and Development* 29(2), pp. 151-165
- Neimeyer, R. A. and Raskin, J. (eds.) (2001) *Constructions of disorder: Meaning making frameworks in psychotherapy*, Washington: American Psychological Association.

- Nelson-Jones, R. (2002) *Basic Counselling Skills*, London: Sage
- Neville, L (2007) *The Personal Tutor's Handbook*, Basingstoke: Palgrave-MacMillian
- Nixon, L., Gregson, M. and Spedding, T. (2008) Pedagogy and the intuitive appeal of learning styles in post-compulsory education in England, *Journal of Vocational Education and Training* 59(1), pp. 39-51
- Nuthall, G. A. and Alton-Lee, A. G. (1997) *Understanding learning in the classroom*. Report to the Ministry of Education: Understanding Learning and Teaching Project 3, Wellington: Ministry of Education.
- O'Carroll, L. (1997) 'Psychodynamic counselling in an educational setting: Containing, transference and clientele', *Journal of Psychodynamic Practice* 3(3), pp. 303-320
- Olson, K. (2008) The wounded student (building self-esteem of reluctant learners), *Journal of Educational Leadership* 65(6), pp. 46-49
- Osborne, M., Marks, A. and Turner, E. (2004) Becoming a mature student: How adult applicants weigh the advantages and disadvantages of Higher Education, *Journal of Higher Education* 48, pp. 291-315
- Owen, P. R. and Zwahr-Castro, J. (2007) Boundary issues in academia: student perceptions of faculty student boundary crossings, *Journal of Ethics and Behaviour* 17(2), pp. 117-129, www.informaworld.com/smpp/title~content=t782890670 [accessed 20 March 2009]
- Ozkan, B. K. (2004) Using NVivo to Analyze Qualitative Classroom Data on Constructivist Learning Environments, *The Qualitative Report*, 9 (4), pp. 589-603
- Parkes, C. M. (1996) *Bereavement: Studies of Grief in Adult Life*, London: Penguin Books
- Paul, I. H. (1978) *The form and technique of psychotherapy*, Chicago, USA: University of Chicago Press
- Payne, D. A. and Farquhar, W. W. (1962) The Dimensions of an Objective Measure of Academic Self-Concept, *Journal of Educational Psychology* 53(4), pp. 187-192
- Payne, J. W., Samper, A., Bettman, J. R. and Luce, M. F. (2006) Boundary Conditions on Unconscious Thought in Complex Decision Making, *Psychological Science*, pp. 1118-1123
- Penttinen, R. and Minkkinen, S. (2007) Technology and pedagogy: how to learn technique, *Studies in Computational Intelligence (SCI)* 62, pp. 255-283
- Perrone, K. M., Wright, S. L., Ksiazak, T. M., Crane, A. L. and Vannatter, A. (2009) *Looking Back on Lessons Learned: Reflections on Experiences in Advanced Classes*: American Psychological Association Convention Presentation.
- Picard, R., Papert, S., Bender, W., Blumberg, B., Brezeal, C., Cavallo, R., Machover, T., Resnick M. and Strohecker, C. (2004) Affective learning: a manifesto, *BT Technology Journal* 22(4), pp. 253-269
- Piper, E. R., Joyce, A. S., McCallum, M. and Hassan, F. A. (1993) 'Concentration and correspondence of transference interpretations in short-term psychotherapy', *Journal of Consulting and Clinical Psychology* 61, pp. 586-595
- Porayska-Pomsta, K, Mavrikis M. and Pain H. (2008) Diagnosing and acting on student affect: the tutor's perspective, *User Model User-Adaptations International* 18, pp. 125-173
- Powell, J. (2000) *Why Am I Afraid to Tell You Who I Am? Insights into Personal Growth*, London: Sage
- Quartz, S. R. (1999) The Constructivist Brain, *Journal of Trends in Cognitive Science* 3(2), pp. 48-57
- Rahmani, L. (1973) *Soviet Psychology*, New York: International Universities Press, Inc.

- Rainer, J. P. (1996) The Pragmatic Relevance and Methodological Concerns of Psychotherapy Outcome Research Related to Cost Effectiveness and Cost-Offset in the Emerging Health Care Environment, *Psychotherapy* 3(2), pp. 216-224
- Ramsden, P. (2003) *Learning to Teach in Higher Education*, Abingdon: Routledge Falmer
- Ratelle, C. F., Larose, S., Guay F. and Senécal C. (2005) Perceptions of Parental Involvement and Support as Predictors of College Students' Persistence in a Science Curriculum, *Journal of Family Psychology* 19(2), pp. 286-293
- Reeve, J. and Jang, H. (2006) What Teachers Say and Do to Support Students' Autonomy during a Learning Activity, *Journal of Educational Psychology* 98(1), 209-218
- Reeve, J., Jang, H., Carrell, D., Jeon, S. and Barch, J. (2004) Enhancing Students' Engagement by Increasing Teachers' Autonomy Support, *Journal of Motivation and Emotion* 28(2), pp. 147-169.
- Reisberg, D. (2001) *Cognition: exploring the science of the mind*, 2nd edition, New York: Norton.
- Rennie, D. (1998) *Person-Centred Counselling: An experiential Approach*, Thousand Oaks, CA: Sage
- Rich, M. and Patashnick, J. (2002) Narrative research with audio-visual data: Video Intervention / Prevention Assessment (VIA) and NVivo, *International Journal of Social Research Methodology*, 5(3), pp. 245-261, cited in Ozkan, B. K. (2004) Using NVivo to Analyze Qualitative Classroom Data on Constructivist Learning Environments, *The Qualitative Report*, 9 (4), pp. 589-603
- Richards, M. (1974) *The Integration of a Child into a Social World*, Cambridge: Cambridge University Press
- Richards, T. J. (2002) An Intellectual History on NUD*IST and NVivo, *International Journal of Social Research Methodology* 5: pp. 199-214
- Rizq, R. (2007) 'On the margins: a psychoanalytic perspective on the location of counselling, psychotherapy and counselling psychology training programmes within universities', *British Journal of Guidance and Counselling*, 35(3), pp. 283-297
- Robins, D. (2001) *Vygotsky's and Leontiev's Holographic Semiotics Psycholinguistics: Applications for Education, Second Language Acquisition and Theories of Language* (Contributions in Psychology), London: Praeger
- Robson, C. (2001) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*, Oxford: Blackwell Publishers Limited
- Rogers, C. R. (2004) *On Becoming a Person*, London: Constable and Robinson
- Rose, T., Loewenthal, D. and Greenwood, D. (2005) 'Counselling and psychotherapy as a form of learning: some implications for practice', *British Journal of Guidance and Counselling* 33(4), pp. 441-456
- Rosen, S., Powell, E. R. and Schubot, D. B. (1977) Peer-tutoring outcomes as influenced by the equity and type of role assignment, *Journal of Educational Psychology* 69(3), pp. 244-252
- Rosner, S. and Hermes, P. (2010) *The Self-Sabotage Cycle: Why We Repeat Behaviours that Create Hardships and Ruin Relationships*, Westport, USA: Praeger
- Roth, R. M. (1959) Role of self-concept in achievement, *Journal of Experimental Education* 27, pp. 265-281, cited in Payne, D. A. and Farquhar, W. W. (1962) The Dimensions of an Objective Measure of Academic Self-Concept, *Journal of Educational Psychology* 53(4), pp. 187-192
- Rouholamin, C. (2007) 'The 'frame' as a container for the erotic transference: A case study', *Journal of Psychodynamic Practice* 13(2), pp. 167-82

- Rourke, L. and Anderson, T. (2004) Validity in Quantitative Content Analysis, *Educational Technology Research and Development* 52(1), pp. 5-18
- Rowan, J. and Jacobs, M. (2002) *The Therapist's Use of Self*. Maidenhead, Berkshire: Open University Press.
- Ryan, R. M. and Deci, E. L. (2000) Self-determination theory and the facilitation of intrinsic motivation, social development and well-being, *American Psychologist* 55, pp. 68-78, cited in Reeve, J and Jang, H. (2006) What Teachers Say and Do to Support Students' Autonomy during a Learning Activity, *Journal of Educational Psychology* 98(1), pp. 209-218
- Ryan, R. M. and Deci, E. L. (2002) *An overview of self-determination theory: An organismic-dialectical perspective*, cited in E. L. Deci and R. M. Ryan (eds.) *Handbook of self-determination research* (pp. 3-33) Rochester, NY: University of Rochester Press, cited in Reeve, J and Jang, H (2006) What Teachers Say and Do to Support Students' Autonomy during a Learning Activity, *Journal of Educational Psychology* 98(1), pp. 209-218
- Säljö, R. (1982) *Learning and Understanding: A Study of Differences in Constructing Meaning from a Text*, Göteborg: Acta Universitatis Gothoburgensis, cited in Mann, S. J. (2000) The student's experience of reading, *Journal of Higher Education* 39, pp. 297-317
- Salomon, G. & Perkins, D.N. (1998) Individual and social aspects of learning. *Review of Research in Education* 23, pp. 1-24
- Salzberger-Wittenberg, I. (1983) *The emotional experience of learning and teaching*, London; Karnac Books.
- Sanders, P. (2002) *First Steps in Counselling*, 3rd. edition, Manchester: PCCS Books
- Sarnat, J. (2010) Key Competencies of the Psychodynamic Psychotherapist and How to Teach Them in Supervision, *Journal of Psychotherapy Theory, Research, Practice, Training* 47(1), pp. 20-27
- Savin-Baden, M. and Howell-Major, C. (2006) Using interpretative meta-ethnography to explore the relationship between innovative approaches to learning and their influence on faculty understanding of teaching, *Journal of Higher Education* 54: pp. 833-852
- Schamess, G. (2006) Transference Enactments in Clinical Supervision, *Clinical Social Work Journal* 34(4), pp. 407-425
- Schore, A. N. (2000) Attachment and the regulation of the right brain, *Attachment & Human Development* 2(1), pp. 23-47
- Schore, A. N. (2011) *The Science of the Art of Psychotherapy*, New York: Norton
- Schore, A. N. (2013) 'The early Bonds of Mutual Love', unpublished 'Confer' seminar, Tavistock Centre, London, Saturday 09 November, 2013.
- Scroufe, L. A. (1988) The role of the infant-caregiver attachment in development, cited in J Belsky and T. Nezworski (eds.) (1988) *Clinical implications of attachment* (pp. 18-38) Hillsdale, NJ, USA: Erlbaum
- Segal, H. (1973) *Introduction to the Work of Melanie Klein* (2nd. edition) London: Hogarth Press.
- Segers, M., Gijbels, D. and Thurlings, M. (2008) 'The relationship between students' perceptions of portfolio assessment practice and their approaches to learning', *Journal of Educational Studies* 34(1), pp. 35-44
- Seijts, G. H. and Kyei-Poku, I. (2010) The Role of Situational Interviews in Fostering Positive Reactions to Selection Decisions, *Applied Psychology: An International Review* 59 (3), pp. 431-453
- Sfard, A. (1998) On two metaphors for learning and the dangers of choosing just one, *Journal of Educational Research* 27(2), pp. 4-13.

- Shabad, P. (1993) Repetition and Incomplete Mourning: The Intergenerational Transmission of Traumatic Themes, *Journal of Psychoanalytic Psychology* 70(1), pp. 61-75
- Shacklock, G. and Thorp, L. (2005) *Life histories and narrative approaches*, cited in Somekh, B. and Lewin, C. (2009) *Research Methods in the Social Sciences*, London: Sage
- Shahar, G. (2011) Projectuality versus Eventuality: Sullivan, the (Ambivalent) Internationalists, *Journal of Psychotherapy Integration* 21(2), pp. 211-220
- Shaw, M. C, Edson, K. and Bell, H. M. (1960) The self-concept of bright underachieving high school students as revealed by an adjective check list, *Personnel guide Journal* 39, 193-196, cited in Payne, D. A. and Farquhar, W. W. (1962) The Dimensions of an Objective Measure of Academic Self-Concept, *Journal of Educational Psychology* 53(4), pp. 187-192
- Shedler, J. (2010) The Efficacy of Psychodynamic Psychotherapy, *American Psychologist* 65(2), pp. 98-109
- Shin, N. (2002) Beyond interaction: the relational construct of 'transactional' presence, *Journal of Open Learning* 17(2), pp. 121-137
- Sinsheimer, K. J. (2007) *Crossing Boundaries: The Psychodynamic Psychotherapist's Vulnerability to Boundary Violations*, American Psychological Association 2007 Convention Presentation.
- Skovholt, T. M. and Rønnestad, M. H. (1992) *The Evolving Professional Self: Stages and Themes in Therapist and Counsellor Development*, Chichester, UK: Wiley
- Skyner, R. and Cleese, J. (1993) *Families and How to Survive Them*, London: Methuen
- Sluijsmans, D., Dochy, F and Moerkerke, G. (1999) Creating a learning environment by using self-, peer- and co-assessment, *Learning Environments Research* 1, pp. 293-319
- Smith, M. L. and Glass, G. V. (1977) Meta-Analysis of Psychotherapy Outcome Studies, *Journal of the American Psychologist* (September edition), pp. 752-760
- Smith, P. J. (2006) Identifying learning preferences in vocational education and training classroom settings, *Journal of Vocational Education and Training* 58(3), pp. 257-270
- Sobral, D. T. (1997) Improving learning skills: a self-help group approach, *Higher Education* 33, pp. 39-50, cited in Sluijsmans, D., Dochy, F. and Moerkerke, G. (1999) Creating a learning environment by using self-, peer- and co-assessment, *Learning Environments Research* 1, pp. 293-319
- Steele, H. and Steele, M. (2008) *Mentalization: Theoretical Considerations, Research Findings and Clinical Implications, An Object Relations Treatment of Borderline Patients with Reflective Functioning as the Mechanism of Change*, F.N. Busch, (editor), London: Routledge.
- Stephen, D. E., O'Connell, P. and Hall, M. (2008) 'Going the extra mile', 'fire-fighting', or laissez-faire? Re-evaluating personal tutoring relationships within mass higher education', *Teaching in Higher Education* 13(4), pp. 449-460
- Stern, D. (1985) *The interpersonal world of the infant*, New York: Basic Books.
- Stern, D. A. (1991) Transference as a Shared (Illusionary) Reality: Technical Implications for Certain Types of Eroticized Treatment Relationships, *Journal of Psychoanalytic Psychology* 5(4), pp. 463-476
- Stern, D. B. (1991) A philosophy for the embedded therapist: Gadamer's hermeneutics and the social paradigm of psychoanalysis, *Journal of Contemporary Psychoanalysis* 27, pp. 51-80
- Stern, D. B. (1997) *Unformulated experience: From dissociation to imagination in psychoanalysis*, Hillsdale, NJ: Analytic Press.

- Stetsenko, A. (2005) Activity as object-related: Resolving the dichotomy of individual and collective planes of activity, *Journal of Mind, Culture and Activity* 12, pp. 70-88
- Stewart, I. (2007) *Transactional Analysis in Counselling in Action*, London: Sage
- Stokols, D., Misra, S., Runnerstrom, M. G. and Hipp, J. A. (2009) Psychology in an Age of Ecological Crisis: From Personal Angst to Collective Action, *American Psychologist* 64(3), pp. 181-193
- Stones, E. (1987) Teaching Practice Supervision: bridge between theory and practice, *European Journal of Teacher Education*, 10, pp. 67-79, cited in Menon, M. E. (2002) The mission of universities and the vocational paradigm: an investigation of students' perceptions, *Journal of Vocational Education and Training* 54(4), pp. 515-532
- Storr, A. (1994) *Solitude: A Return to the Self*, London: Harper Collins
- Strupp, H. H. (1979) A psychodynamicist looks at modern behaviour therapy, *Journal of Psychotherapy Theory, Research and Practice* 16(2), pp. 124-131
- Struyven, K., Dochy, F., Janssens, S. and Gielen, S. (2008) Students' experiences with contrasting learning environments: The added value of students' perceptions, *Learning Environmental Research* 11, pp. 83-109
- Stuart, S., Noyes R., Starcevic V. and Barsky A. (2008) An integrative approach to somatoform disorders combining interpersonal and cognitive-behavioural theory and techniques, *Journal of Contemporary Psychotherapy* 38, pp. 45-53
- Sturdee, P. G. (1995) Irrationality and the dynamic unconscious: the case for wishful thinking, *Journal of Philosophy, Psychology and Psychiatry* 2(2), pp. 163-174
- Sue, D. W., Arrendondo, P. and McDavis, R. J. (1992) Multicultural counseling competencies and standards: A call to the profession, *Journal of Counseling and Development*, 70, 477-486, cited in Moodley, R (1999) Challenges and transformations: counselling in a multicultural context, *International Journal for the Advancement of Counselling* 21, pp. 139-152
- Sullivan, H. S. (1953) *The collected works of Harry Stack Sullivan*, 1, New York: Norton
- Summers, J. J. and Turner, J. E. (2010) *College Students' Perceptions of Formal and Informal Learning Groups*, Topics: 25.1 learning: 52 Motivation, American Psychological Association 2010 Convention Presentation.
- Swetnam, D. (2004) *Writing Your Dissertation*, 3rd edition, Oxford: How To Books Limited
- Tabin, J. K. (2006) What Freud Called "The Psychology for Neurologists" and the many Questions it Raises, *Journal of Psychoanalytic Psychology* 23(2), pp. 383-407
- Terry, P. (2009) 'Learning about empathy with unconscious states of mind', *Journal of Psychodynamic Practice* 15(3), pp. 233-244
- Tesch, R. (1990) *Qualitative Research: Analysis Types and Software Tools*, Basingstoke: Falmer Press
- Tønnesvang, J., Hammink, J., Sommer, U. and Sonne, M. (2010) Gestalt Therapy and Cognitive Therapy: Contrasts or Complementarities? *Journal of Psychotherapy Theory, Research, Practice, Training* 47(4), pp. 586-602
- Topolski, T. D. Hewitt, J. K., Eaves, L. J., Silberg, J. L., Meyer, J. M., Rutter, M., Pickles, A. and Simonoff, E. (1997) Genetic and Environmental Influences on Child Reports of Manifest Anxiety and Symptoms of Separation Anxiety and Overanxious Disorders: A Community-Based Twin Study, *Journal of Behaviour Genetics* 27(1), pp. 15-28
- Towbin, A. P. (1978) The Confiding Relationship: A New Paradigm, *Psychotherapy: Theory, Research and Practice* 15(4), pp. 333-343

- Tran, S. and Simpson, J. A. (2009) The Joint Roles of Attachment and Commitment: Personality processes and individual differences: Pro-relationship Maintenance Behaviours, *Journal of Personality and Social Psychology* 97(4), pp. 685-698
- Tsang, E. W. K. (1997) Organizational learning and the learning organization: a dichotomy between descriptive and prescriptive research, *Journal of Human Relations* 50(1), pp. 51- 89
- Tylim, I. (2004) Ethical Notes on Disrupted Frames and Violated Boundaries, *Journal of Psychoanalytic Psychology* 21(4), pp. 609-613
- Tynjälä, P. (1999) Towards expert knowledge? A comparison between a constructivist and a traditional learning environment in the university, *International Journal of Educational Research* 31, pp. 357-442, cited in Dochy, F., Segers, M., Van Den Bossche P. and Struyven K. (2005) Students' perceptions of a problem-based learning environment, *Journal of Learning Environments Research* 8, pp. 41-66
- Tynjälä, P., Välimaa, J. and Sarja, A. (2003) Pedagogical perspectives on the relationships between higher education and working life, *Journal of Higher Education* 46, pp. 47-166
- Ulman, K. H. (2001) Unwitting exposure of the therapist: Transferential and countertransference dilemmas, *Journal of Psychotherapy Practice and Research* 10(1), pp. 14-22
- Uttl, B. Ohta, N. and Siegenthaler A. L. (eds.) (2006) *Memory and emotion*, Oxford, UK: Blackwell Publishing
- Van Berkel, H. J. M. and Dolmans, D. (2006) The influence of tutoring competencies on problems, group functioning and student achievement in problem-based learning, *Medical Education Journal*, (Blackwell Publishing Ltd.) 40, pp. 730-736
- Van Berkel, H. J. M. and Schmidt, H. G. (2000) Motivation to commit oneself as a determinant of achievement in problem-based learning, *Journal of Higher Education* 40, pp. 231-242.
- Van Rooij, W. S. (2009) Scaffolding project-based learning with the project-management body of knowledge (PMBOK®), *Journal of Computers and Education* 52, pp. 210-219.
- Vassilieva, J. (2010) Russian Psychology at the Turn of the 21st Century and Post-Soviet Reforms in the Humanities Disciplines, *History of Psychology* 13(2), pp. 138-159
- Vianna, E. and Stetsenko, A. (2006) Embracing History through Transforming It: Contrasting Piagetian versus Vygotskyian (Activity) Theories of Learning and Development to Expand Constructivism within a Dialectical View of History, *Journal of Theory and Psychology* 16(1), pp. 81-108
- Viederman, M. (1999) Presence and Enactment as a Vehicle of Psychotherapeutic Change, *The Journal of Psychotherapy Practice and Research* 8, pp. 274-283
- Vygotsky, L. S. (1925) *Undiscovered Vygotsky: Etudes on the pre-history of cultural-historical psychology*, (European Studies in the History of Science and Ideas, 8), pp. 251-281: Peter Lang Publishing (1999)
- Vygotsky, L. S. (1927) *The Historical Meaning of the Crisis in Psychology: A Methodological Investigation*, cited in Vygotsky, L. S. (1982) *Collected Papers* 1, Moscow: Pedagogika
- Vygotsky, L. S. (1929/1993) *The Fundamental Problems of Defectology*, Collected Works of L. S. Vygotsky, Reiber, R.W. and Carton, A. S. (eds.) 2, NY, USA: Plenum Press.
- Vygotsky, L. S. (1929a) The problem of the cultural development of the child II, *Journal of Genetic Psychology* 36, pp. 415-32.
- Vygotsky, L. S. (1931) *Pedologija podrostka* [Pedology of the Adolescent) Chapter 10, Moscow-Leningrad, Uchebno-Pedagogicheskoe Izdatel'stvo.

- Vygotsky, L. S. (1933/1967) Play and its role in the mental development of the child, *Journal of Soviet Psychology* 5, pp. 6-18
- Vygotsky, L. S. (1934/1962) *Thought and Language* (trans. E. Hanfmann and G. Vakar), Cambridge, MA, USA: Massachusetts Institute of Technology.
- Vygotsky, L. S. (1978) *Mind in Society: Development of Higher Psychological Processes*, Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1986) *Thought and Language*, Kozulin, A. (ed.), USA: Massachusetts Institute of Technology
- Vygotsky, L. S. (1987) *The genesis of higher mental functions*, cited in R. Reiber (Ed.) *The history of the development of higher mental functions* 4, pp. 97-120, New York: Plenum
- Vygotsky, L. S. and Luria, A.R. (1925) *Po III storon principa Illiovol'stviya* (Beyond the Pleasure Principle) first published in Freud, S. (1925), pp. 3-16, Moscow: Sovremennye Problemy Vygotsky, L. S. and Luria, A. R. (1930) *Ape, Primitive Man and Child: Essays in the History of Behaviour*, published: Harvester Wheatsheaf, 1992, translated by Evelyn Rossiter, transcribed by Andy Blunden.
- Vygotsky, L. S. and Luria, A. (1994) *Tool and symbol in childhood development*, cited in J. Valsiner and R. van der Veer (eds.) *The Vygotsky Reader*, Oxford UK: Basil Blackwell, pp. 99-176 .
- Waska, R. T. (1999) Projective Identification, Countertransference and the Struggle for Understanding over Acting Out, *Journal of Psychotherapy Practice and Research* 8, pp. 155-161
- Watkins, C. E. and Dryden, W. (eds.) (2008) *Key Issues for Counselling in Action: Transference Phenomena in the Counselling Situation*, London: Sage Publications, pp. 73-83
- Wearmouth, J. (2002) Exploring the 'problem space' in special educational provision in mainstream schools', unpublished PhD thesis, Milton Keynes: Open University.
- Weiss, R. L., Hops, H. and Patterson, G. R. (1973) A framework for conceptualizing marital conflict: a technology for altering it, some data for evaluating it, cited in Handy, L. D. and Mash, E. (eds.) *Behaviour change: Methodology concepts and practice* (pp. 309-342), Champaign, IL, Research, cited in Mitnick, D. M., Heyman, R. E., Malik, J., Smith-Slep A.M. (2009) The Differential Association between Change Request Qualities and Resistance, Problem Resolution and Relationship Satisfaction, *Journal of Family Psychology* 23(4), pp. 464-473
- Wells, G. (1993) Working with a teacher in the zone of proximal development: Action research on the learning and teaching of science, *Journal of the Society for Accelerative Learning and Teaching* 18, pp. 127-222
- Wells, G. (1998) *Dialogic Inquiry in Education: Building on the Legacy of Vygotsky*, cited in C.D. Lee and P. Smagorinsky (eds.), *Vygotskyan perspectives on literacy research*, New York: Cambridge University Press), pp. 51-85
- Welsh, E. (2002) Dealing with data: Using NVivo in the qualitative data analysis process [12 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, [On-line Journal], 3(2) Originally retrieved 16 July, 2002 from <http://www.qualitative-research.net/fqs-texte/2-02/2-02welsh-e.htm>, cited in Ozkan, B. K. (2004) Using NVivo to Analyze Qualitative Classroom Data on Constructivist Learning Environments, *The Qualitative Report*, 9 (4), pp. 589-603
- Wenger, E (1999) *Communities of Practice: Learning, Meaning and Identity*, UK: Cambridge University Press
- Werring, C. J. (1987) Responding to the older aged full-time student: Preferences for undergraduate education, *College Student Affairs Journal* 1, pp. 13-20

- Wheeler, S. and Birtle, J. (1993) *A Handbook for Personal Tutors*, Buckingham: SRHE and Open University Press
- Wheeler, S. (ed.) (2006) *Difference and Diversity in Counselling: Contemporary Psychodynamic Perspectives*, Basingstoke: Palgrave Macmillan
- Wheeler, S. and Miller, H. (2002) 'Counselling and psychotherapy: should it be taught in universities? Review of three papers', *European Journal of Psychotherapy and Counselling* 5(4), pp. 407-414
- Wilber, K. (1978) A working synthesis of transactional analysis and gestalt therapy, *Journal of Psychotherapy Theory, Research and Practice* 15(1), pp. 69-79
- Winnicott, D. W. (1958) *Collected Papers: Through Paediatrics to Psycho-Analysis.*, London: Tavistock Publications, New York: Basic Books
- Winnicott, D. W. (1960) *Ego Distortion in terms of true and false self*, cited in Winnicott, D. W. (1965) *The Maturational Processes and the Facilitating Environment*, London: Hogarth Press
- Winnicott, D. W. (1965) *The Maturational Processes and the Facilitating Environment: Studies in the Theory of Emotional Development*, London: Hogarth Press
- Winnicott, D. W. (1971) *Playing and Reality*, London: Tavistock Publications
- Winnicott, D. W. (1974) Fear of Breakdown, *International Revue of Psychoanalysis* 1, pp. 103-107.
- Wisdom, J. O. (1992) *Freud, Women and Society*, London: Sage
- Wolfgang, M. E. and Dowling, W. D. (1981) Differences in motivation of adult and younger undergraduates, *Journal of Higher Education* 52, pp. 640-648
- Wood, D., Bruner, J. S. and Ross, G. (1976) The role of tutoring in problem solving, *Journal of Child Psychology and Child Psychiatry* 17, pp. 89-100.
- Wyn, J. (1990) *Working class girls and educational outcomes: is self-esteem an issue?* Cited in J. Kenway and S. Willis (eds.) *Hearts and Minds: Self-esteem and the Schooling of Girls*, pp. 119-129, London: Falmer Press, cited in James, P. and Coleman, J. (1998) But will the teacher like it: cultures of competency-based training and the development of proficiency, *Journal of Vocational Education and Training* 50(3), pp. 403-424
- Wynne, R. and McAnaney, D. (2009) *Preventing social exclusion through illness or disability: Models of good practice*, Dublin, Ireland: The Work Research Centre
- Yerushalmi, H. (1992) Psychoanalytic supervision and the need to be alone, *Journal of Psychotherapy* 29(2), pp. 262-268
- Yin, R. K. (2003) *Case Study Research*, 3rd edition, London: Sage
- Youell, B. (2006) *The learning relationship: Psychoanalytic thinking in education*, London: Karnac Books
- Younggreen, R. (2010) Status Change and the Presentation of Minority Perspectives, *Current Research in Social Psychology* 15(8), pp. 1-16
- Zeddies, T. J. (2000) Within, Outside and In Between: The Relational Unconscious, *Journal of Psychoanalytic Psychology* 3, pp. 467-487

APPENDICES

Appendix 1: Supporting quotations

Quote 1

‘...The position here is that any researcher inevitably brings to a project his or her pre-understandings and assumptions, which in turn will shape the way that the research is conceived and carried out. From this perspective, it is good qualitative research practice for the researcher to record and describe her reflections on the inquiry process...’ (McLeod, 2001:199)

Quote 2

‘...the affective domain, represented by teacher behaviours such as recognising individuals, listening to students, showing respect, being friendly, sharing a joke, making some self-disclosure, is fundamentally important...’ (Harkin, 1998: 346)

Quote 3

‘...tutor modelling of the theoretical orientation and ways of working with clients through course seminars and supervision, supported [name] learning and instigated change. The trainees in Truell’s (2001) investigation also valued tutor modelling and suggested that more tutor self-disclosure regarding their own professional development and practice dilemmas would have been helpful...’ (Folkes-Skinner *et al*, 2010:91).

Appendix 2: Judging tutor

Table 53: Proforma for students' evaluation of course and tutor

	Poor 1	Satisfactory 2	Average 3	Good 4	Very good 5	Comments
Relevance of Course content						
Tutor's knowledge/experience						
Tutor's teaching/ communication						
Tutor presentation of material						
Tutor gender/cultural awareness						
Practical relevance						
Value personally						
Learning from peers						
Handouts/book lists						
Teaching accommodation						
Refreshment and other facilities						
Overall assessment						

Appendix 3: Pilot Study questions

Personal

1. Which style of learning do you prefer and why?
2. How do you construct your own learning?
3. What attitudes do you hold towards your tutor?
4. What other factors do you find helpful?
5. What is the most important of these? And why?
6. What would you like to change?
7. How could you change your attitude?
8. Reflectivity is encouraged on counselling courses, how do you see this as supporting your learning?
9. What is your awareness of autonomy in learning, with attendant issues of power and control?
10. What motivates you?
11. How much self-esteem do you have and how important is this to your learning?
12. How has your course experience been affected by culture, age and language issues?
13. What are the main facilitating factors that you as a student of counselling find helpful in learning and how are these experienced as being helpful?

Your Tutor

14. How does the counselling approach by the tutor affect your learning?
15. What importance does the tutor have in the students' learning over and above prescriptive fact?
16. How available and approachable is your tutor?
17. What is your tutor like?

18. What qualities of the tutor which helps your learning?
19. What is it about your tutor you find facilitating?
20. How do you like your tutor to present material?
21. What do you find unhelpful in your tutor?
22. How important for you is your relationship with your tutor(s)?
23. How would you like your tutor to be different?

General

24. How important is feedback [positive and negative] to your learning?
25. What part in your learning does classroom discussion take?
26. How important is experiential learning and why?
27. How do you see IT as a tool for learning?
28. How do you envisage social interaction with your peers as supporting your learning?

The above were used as a checklist to ensure all relevant questions have been addressed during the course of a free flowing interview.

Appendix 4: List of First Interview Questions

Course

1. What have you been doing on your course recently or have done in the past and what have you been engaging in or learning about?
2. What kind of support etc. helps you to learn or facilitates you to make progress or changing in whatever ways you see yourself as changing?
3. How do you think the orientation of the course is reflected in what you are doing?
4. Counselling specific questions [to include):
 - a. How has your relationship with your tutor encouraged or discouraged your interest in becoming a counsellor or using counselling skills?
 - b. What is being imparted by the tutor?
 - c. What is the way of being of your tutor? How does that affect the learning?
 - d. How does the tutor model the orientation and how does this inform your learning?
 - e. What have you covered so far on theories, therapeutic relationship and developmental stages
 - f. What has gone on to help you understand and overcome your blocks and reservations?
 - g. How have you been able to integrate skills and theories? What has happened to enable this?
 - h. How can you give opinions and make judgements on the relationship with your tutor when part of what you learn as a counsellor is not to make judgements?

- i. How do you find your experiential and reflective work informed your learning?

Self

5. What is the way you like learning?
6. What attitudes do you hold towards your tutor?
7. What factors do you find helpful?
8. What is the most important of these? And why?
9. What would you like to change?
10. How could you change this?
11. Reflectivity is encouraged on counselling courses, how do you see this as supporting your learning?
12. What is your awareness of autonomy in learning, with attendant issues of power and control?
13. What motivates you?
14. How much self-esteem do you have and how important is this to your learning?
15. How has your course experience been affected by culture, age and language issues?
16. What are the main facilitating factors that you find helpful in learning and how are these experienced as being helpful?

Your Tutor

17. What importance does the tutor have in the students' learning over and above prescriptive fact?
18. How does the counselling approach by the tutor affect your learning?
19. How available and approachable is your tutor?
20. What is your tutor like?
21. What qualities of the tutor which helps your learning?
22. What is it about your tutor you find facilitating?
23. How do you like your tutor to present material?
24. What do you find unhelpful in your tutor?
25. How important for you is your relationship with your tutor[s]?
26. How would you like your tutor to be different?

Appendix 5: List of Questions for Re-interview

Reflective

1. What are your feelings as a result of the interview?
2. In what different light do you see your course as a result of the interview?
3. What are your reflections following on from the interview?
4. What are the knock-on effects, ripples, after effects, etc. of the interview?
5. What do your course peers think about you being concerned in the research?
6. As a result of the interview what progress have you made with any tutor?
7. What further insights do you have regarding how the tutor models the psychodynamic approach
8. What differences/similarities can you note between the parallel process of student-counsellor, student-tutor and student-interviewer?
9. You have been interviewed by a psychodynamic practitioner, how has this impacted on the relationship?
10. How would you expect your age might reflect different answers?
11. What else might you like to comment on?

General

12. How important is feedback [positive and negative] to your learning?
13. What part in your learning does classroom discussion take?
14. How important is experiential learning and why?
15. How do you see IT as a tool for learning?
16. How do you envisage social interaction with your peers as supporting your learning?

Appendix 6: Letter of introduction

address

date 2009

Dear

I am currently undertaking some research which I hope will lead to a contribution to the literature and understanding of the importance of the relationship between the tutor and student. This enquiry is carried out as part of my studies towards the MPhil/PhD at the Faculty of Education, University of Bedfordshire. The results of my work will be written in the form of a doctoral thesis which will be lodged in the library of the University of Bedfordshire and the library will be open to public view and will be available electronically to interested parties. All information will be completely confidential and will be anonymised. Informed consent will be a continuous process and you might withdraw at any time you wish to do so.

The research is focused on students on counselling courses and I would be very grateful for your assistance with this inquiry. The title at present is:

Title: What are counselling students' perceptions of factors that facilitate their learning?

The research proposal has now been approved by the University and I am ready to commence the search for relevant evidence from students. An efficient way to collect such information is to use semi structured lists of questions, during interviews with students

I would be very grateful if you would be prepared to take part in this research by completing and returning a set of forms. Stamped addressed envelopes are enclosed and I can send more if required.

Your identity will not be disclosed but I will use a coding system to allocate a particular reference number to you.

It is possible that this research will be published in due course and I am hopeful that it will contribute to the furtherance of understanding about the impact of the relationship on learning by students on counselling courses.

I look forward to hearing from you and will be pleased to send a copy of any of the enclosed forms electronically if you prefer to respond via email. It would be much appreciated if you could return the forms by [date] to enable me to process the responses.

Yours sincerely

Nick R Papé

Doctoral Candidate

University of Bedfordshire

Nick.Pape@beds.ac.uk

Appendix 7: Initial Letters

Consent to be interviewed form

I [name] agree to participate in the research inquiry carried out by Nick Papé which will focus on the perceptions of students attending counselling courses.

The current title is:

What are counselling students' perceptions of factors that facilitate their learning?

In completing this consent form I am agreeing to being interviewed as a student of a counselling course.

The research will be conducted in accordance with the BACP Ethical Guidelines for Researching Counselling and Psychotherapy (www.bacp.co.uk) and BERA Code of Practice (<http://www.bera.ac.uk/ethics-and-educational-research>).

I understand that I will be given a code and that only the researcher will have knowledge of the each participant's code.

Whilst every effort will be made to disguise the identity of participants and personal information, it is possible that there is a risk of identifiable information being included inadvertently. Where raw data is seen as essential to include in any material which should be published, I will be asked to give consent and that if this is not given, such data will not be used.

I understand that should I have any complaint about the research project or my treatment as a participant that I should, if possible first raise my concerns with the researcher. If this proves unsatisfactory, then I should contact the research supervisor and Faculty of Education Director, Professor Janice Wearmouth (Janice.Wearmouth@beds.ac.uk). If I am still unhappy then I understand that the matter will be referred to the relevant University Faculty Board and that an investigation will follow.

I understand that at any point during the research period that I can withdraw from the research and if I so wish, that all data relating to myself will be destroyed. I further understand that all data will be held in a secure cabinet and will be seen only by me and my supervisors at the University

Signed:.....Date:.....

Address.....

.....

Telephone:.....

Email:.....

Researcher's details:

Nick R Papé,

University of Bedfordshire,

Nick.Pape@beds.ac.uk

Appendix 8: Pilot Study

Introduction

In the thematic analyses for the pilot study, for clarity, I have colour coded students own words in stage [year] order as Table 54 below:

Table 54: Students' narratives colour coding key

Key
Year 2 – Blue
Year 4 – Purple

Student's narratives (Year 2)

The Year 2 student opened with considering theory to be ‘...heavy stuff and quite demanding...’ as well as linking with practice ‘...when we start role-plays we connect these to theories...’ She stated she was ambivalent about her relationship with the tutor ‘...I need to have a not too close relationship...but be connected at a certain and deep level so we could interact deeply...’ The student recognised encouragement by the tutor ‘...she opens up a discussion for different opinions in many different ways...’ as being important especially when participating experientially ‘...we do case studies and discuss them afterwards, dealing with everyday issues, that’s how I learn...’

She stated the ‘...numbers of students in the class...and how I get on with them...’ affected her learning and that she felt comfortable with ‘...12 or 13 students, that size is fine and very comfortable...’ The room size (Gibbs, et al, 1996) was a problem ‘...it is much too small [for this number of students]...’ Her preference for learning was broadened beyond just experiential ‘...I would like to see more videos and films and direct commentaries as well as [discuss] case studies as well...’ (Y2).

Her experience of being assessed proved challenging ‘...I was given the title of the essay, it was very difficult...to know what should be included...it was a struggle...’ She relied on tutor support ‘...I would be advised of writers that I should concentrate on...’ appreciating her own responsibility ‘...it’s my work but I expect some tutor feedback...’ The student appreciated the meetings individually with the tutor ‘...the tutorials started off too wide, too vague...but much better recently as I have been a bit more active and tutorials are longer...’ She seemed to benefit from a tutor who was confident ‘...I believe they know what they are talking about...’ as well as being ‘...not too warm or distant, sort of balanced...’ For her success was passing assignments and one way she proposed to do this was to ‘...allow myself time and prepare myself more and disconnect from my private everyday life...’ although she recognised the benefits of ‘...take it [work] home with us...research and reflect on it...’

The student believed tutor should be ‘...confidence in her knowledge and have a certain level of expertise...’ acknowledging that ‘...I have a better relationship with my tutor if she is confident...’ She reflected that since studying on the course she has developed personally in a number of areas, including when observing conflict ‘...I would handle the situation better and differently...’ She trusted the tutor because of modelling self-disclosure ‘...I was more able to share when the tutor was willing to share by appropriate personal sharing...’ adding ‘...if she [tutor] shares then I feel more confident to share myself...’ When asked about judging the tutor’s performance she volunteered ‘...I want to be specific and accurate...but it is difficult for me...’

Discussion of facilitating factors (Year 2)

From these texts there seemed to be a number of important themes which emerged. Firstly the factors that facilitate learning included an ability to link theory to practice and how one was informed by the other. The relationship

with the tutor, with closeness and distance being an issue, seemed to play its part in encouraging student learning, as did modelling of good practice by the tutor. External factors, that is cohort and room size (Gibbs, et al, 1996), seemed to need to allow for individual preferences. Attempting assignments and being assessed by the tutor was reported by the student as being challenging but certain pride emerged when feedback confirmed success and thus feedback became an important facilitating factor for learning. An ability to separate from the demands of private life was mentioned by the student as being essential in order to achieve sought grades in assignments.

The student seemed to place much emphasis on the relationship with the tutor, how trust became an issue and once this was gained there was attendant growth in confidence. It seemed important to the student that he tutor projected a confident ability when teaching the various subjects as well as modelled how 'to be' as a counsellor. Reflecting on assessing the tutor, the student prevaricated and had reservations. However there was recognition that this was part of course expectations, to give as well as receive feedback.

Student's narratives (Year 4)

For this Year 4 student conflicts between personal life and study were focussed on immediately '...its really been about me, my relationship with the course and how this has impacted on what's gone on in my life...it has been quite difficult...' adding '...I have been relating to the university as my parents, I have been the angry child...' She accepted that this positioning has helped her to unblock some of her development issues '...it has made me more honest about what has been going on in the past...' She further clarified this as '...in the past I let people walk all over me...but now I have untapped my emotions and let them run free...' adding '...I am beginning to say what I feel rather than what I think others want to hear...' She was able to comment on successfully undertaking assessments assertively '...I know what I am going to do with assignments...' Her commitment has been increased

because of ‘...the firm but flexible framework...’ placed around the course and for her it ‘...is a case of staying with the course and using the time afterwards to reflect...’ She found her life to be pressured but enjoyable ‘...combining work and everything...it becomes an enjoyable treadmill...’

The Year 4 student reflected on her placement experiences ‘...I have developed my own style when counselling...building relationships, that’s the thing...’ She reflected on the difficulties when the tutor was not listening ‘...if the tutors don’t listen what is the point of the course?...’ but appreciated she could learn from both good and bad modelling ‘...I can learn from being quite resentful, I will close down...’ She commented that ‘...sometimes my assertiveness is emotionally lead...I think that is my way of getting round confrontation...’ Her personal life became a focus ‘...my mum made me do this and I became more angry but I have worked everything out and become more insightful...’ She lost confidence when she met with different tutors and supervisors ‘...that made me wobbly...when I met my new tutor there could have been some projection on my part...’ She was aware of her transference ‘...I think I gave my tutor the role of parent...’ and was aware of her need to do well to please her tutor ‘...I wanted to have a go, to feel emotional and do well...’

At this more advanced stage the student volunteered a perception of equality ‘...it gives you a lot more respect for the tutors when you are there as equals...’ which supported her in feeling some autonomy for learning ‘...yes an increase of responsibility...’ Relationship with the tutor was commented on ‘...I am more acceptive of the tutor, ‘warts and all’...’ which she considered was a close relationship ‘...I do not experience her as being discouraging or distant at all...’ That relationship facilitated learning of theories although there were reservations ‘...I had blocks with attachment and objects’ relations theories...’ which were faced by the tutor assisting with reading ‘...she would point me towards literature...’ Greater understanding

was gained in her clinical work by comparing with course experiences ‘...my close relationship with my clients is in many ways replicated by my relationship with my tutor...’ and this modelling and connection ‘...very much stimulated me intellectually...’ The student placed much credence on being assertive facilitated by the belief ‘...self-esteem for me is very important...’ This seemed especially important when some of her peers had low self-esteem and only hesitatingly contributed to classroom discussions because ‘...classroom discussions have quite an importance for me...’ in a peer cohort ‘...of about 10 or 12 which number seems just about right...’

Discussion of facilitating factors (Year 4)

The more advanced student seemed aware of how problems from her private life affected her ability to construct learning on the counselling course. It seemed important to her to work on her private issues while taking on new learning. She reflected on her personal development and previous blocks to learning, making decisions about her future behaviours and attitudes. She was clearly applying learning to self and as a result has begun to make changes in her outlook both in relationship to self and others, with an attendant improvement in self-esteem and assertiveness in being able to express herself. The positivity generated enabled her developmental processes, in particular her ability to construct new learning and let go previously held reservations and blocks in her development as a student counsellor. Passing assignments was important for this student as she stated it provided a spur for her future studying as well as helped to underwrite and support her commitment to study. In this connection the boundaries of the psychodynamic approach were found to be facilitative rather than restrictive (Johnston & Farber, 1996).

This student reported that having a busy life as well as studying produced a pressure she found enjoyable. Perhaps this was symptomatic of the encouragement she received from ongoing successes reported in tackling

assignments as well as undertaking cathartic clinical work. She reported her counselling skills were improving and that she was able to be objective when her tutor modelled bad listening skills. Her assertiveness was stated as a positive attribute. She was aware of some changes she has made, including those involving familial relationships, as a result of studying on the course. The change of tutor challenged her initially, although she became aware of some defence mechanisms she [student] was employing as well as understanding transference enactment between her and the tutor. The need to please the parent [tutor] was evidenced as an application of superego messages from the past and as the ego became integrated, the student showed an ability to move towards autonomy in her learning as a counsellor. At this time, during the child-parent relationship re-enactment by the student-tutor, the student commented on her close relationship with her tutor, which she found supportive and helped to counter her difficulties when learning psychodynamic theories. This could also be understood in constructivist terms as the student having constructed her learning on the interpersonal plane from the more informed other in the ZPD. Intellectual stimulation was stated as being encouraged by her close relationship with the tutor as was her self-esteem in interaction with her peer students. This was further enabled by the number of students in the cohort [twelve-fourteen], which she found comfortable.